

# Referral Form - Application for Additional Funding from the High Needs Block

## Child Details:

Name of Child: \_\_\_\_\_

DoB: \_\_\_\_\_ Age in Years and Months: \_\_\_\_\_

Name of Setting: \_\_\_\_\_

Key Stage: \_\_\_\_\_ Year Group: \_\_\_\_\_

## Parental Consent:

I agree to the submission of a request to the Local Authority for additional funding /initiation of an Education, Health and Care Needs Assessment for my son/daughter (if they are under 16 years of age), or myself (if over 16 years of age)

If a decision is made to undertake an Educational, Health and Care Needs Assessment I agree to allow the necessary medical and psychological assessments to take place and for any such information and reports to be shared with the Local Authority.

Print Full Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete the following Early Start/CAF information if appropriate:

CAF/Core Assessment: \_\_\_\_\_

CAF Version: \_\_\_\_\_ Origin Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

Lead Professional: \_\_\_\_\_

CAF/Core Assessment Attached: \_\_\_\_\_

Is the child/young person LAC? Yes/No

|                     | Current Academic Year | Last Academic Year |
|---------------------|-----------------------|--------------------|
| <b>Exclusions</b>   |                       |                    |
| Internal exclusions |                       |                    |
|                     |                       |                    |
| <b>Attendance</b>   |                       |                    |
| Possible            |                       |                    |
| Actual              |                       |                    |

Referring to the category descriptions in the Place Plus Document, please indicate the child/young person's MAIN area of difficulty (please tick only 1 box).

**Cognition & Learning:**

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound & Multiple learning Difficulty (PMLD)

**Social, Emotional and Mental Health difficulties**

- Social, emotional and mental health difficulties

**Communication & Interaction Needs:**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

**Sensory and/or Physical Needs:**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

**Relevant Background Information:**

| Education Chronology                            |            |         |
|---|------------|---------|
| Date  | Year Group | Setting |
|   |            |         |
|   |            |         |
|   |            |         |
|   |            |         |
|   |            |         |
| <b>Home/Family Information (Max: 300 words)</b> |            |         |
|   |            |         |



**Present Setting Arrangements:**

*(Please give a description of the class/cohort organisation to include total number of learners, any additional adult support available, small group work activities and the number of learners at Place Plus and with statements of SEN. Please also include the experience/qualifications of staff. **Include the specific support the child has received from setting resources in the section re Provision Mapping.**)*

# Place Plus Intervention Provision Map

Please indicate what interventions/strategies have been used to support the child/young person at each of the stages below **with costs**.

This may include any additional staffing, specific equipment, teaching materials/methods and resources used.

| Date   | Desired outcome of the intervention/provision | Intervention in place (eg Sounds-Write, Anger Management etc) | Additional support in place | Specialist involvement | How often is this being delivered – please list any exceptions to this eg periods of illness, extended holidays etc | Impact of intervention | COST to school if applicable |
|--------|---|---|-----------------------------|------------------------|---|------------------------|------------------------------|
| Term 1 |   |   |                             |                        |   |                        |                              |
| Term 2 |   |   |                             |                        |   |                        |                              |
| Term 3 |   |   |                             |                        |   |                        |                              |

# Identification of Special Educational Needs

For children in the Early Years Foundation Stage:

*(Please be as precise as possible, giving examples/descriptors of child's functioning and being aware of the audience and so try not to use 'jargon')*

## Personal, Social and Emotional Development:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Communication and language:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Physical Development:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Literacy:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Mathematical Development:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Understanding of the World:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

## Expressive Arts and Design:

|                |        |         |         |              |            |
|----------------|--------|---------|---------|--------------|------------|
| Birth -11 mths | 8 – 20 | 16 – 26 | 22 – 36 | 30 – 50 mths | 40-60 mths |
|----------------|--------|---------|---------|--------------|------------|

**Summary of Strengths including Special Interests:**

|  |
|--|
|  |
|--|

**Early Years Foundation Stage Profile (complete if appropriate – the EYFS Profile is only to be completed at the end of Reception Year):**

| <b><i>Communication, Language &amp; Literacy</i></b>       | <b>Emerging</b> | <b>Expected</b> | <b>Exceeding</b> |
|--|-----------------|-----------------|------------------|
| ELG 01: Listening and attention                            |                 |                 |                  |
| ELG 02: Understanding                                      |                 |                 |                  |
| ELG 03: Speaking   |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Physical Development</i></b>                         |                 |                 |                  |
| ELG 04: Moving and handling                                |                 |                 |                  |
| ELG 05: Health and self-care                               |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Personal, Social &amp; Emotional Development</i></b> |                 |                 |                  |
| ELG 06: Self-confidence and self-awareness                 |                 |                 |                  |
| ELG 07: Managing feelings and behaviour                    |                 |                 |                  |
| ELG 08: Making relationships                               |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Literacy</i></b>                                     |                 |                 |                  |
| ELG 09: Reading  |                 |                 |                  |
| ELG 10: Writing  |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Mathematical Development</i></b>                     |                 |                 |                  |
| ELG 11: Numbers  |                 |                 |                  |
| ELG 12: Shape, space and measures                          |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Understanding of the World</i></b>                   |                 |                 |                  |
| ELG 13: People and Communities                             |                 |                 |                  |
| ELG 14: The world  |                 |                 |                  |
| ELG 15: Technology   |                 |                 |                  |
|  |                 |                 |                  |
| <b><i>Expressive Arts and Design</i></b>                   |                 |                 |                  |
| ELG 16: Exploring and using media and materials            |                 |                 |                  |
| ELG 17: Being imaginative                                  |                 |                 |                  |
|  |                 |                 |                  |

# For children in Year 1 and above

(also complete Foundation Stage Profile as appropriate)

*(Please be as precise as possible, giving examples/descriptors of child/young person's functioning and being aware of the audience and so try not to use 'jargon')*

## **Communication Skills:**

*(Include descriptions of expressive and receptive skills, attention, concentration and listening skills and social use of language)*

## **Cognitive/Learning Skills:**

*(Include learning styles, concept acquisition, generalisation of skills and verbal/non verbal skills)*

## **Literacy:**

*(Describe the activities and the skills the learner has achieved)*

## **Numeracy:**

*(Describe the activities and the skills the learner has achieved)*

## **Other Curriculum:**

## **Independence Skills:**

*(Include self help skills, organisation and levels of independence)*

## **Social Skills/Relationships/Attitude:**

*(Include information relating to structured and unstructured situations, interaction with both peers and adults, social play skills)*

## **Behaviour/Status/Self image:**

*(Include information relating to structured and unstructured situations, interaction with both peers and adults)*

**Physical State and Skills:**

*(Include self help skills relating to any physical difficulties, sensory and gross/fine motor skills)*

**Practical and Creative Skills:**

**Summary of Strengths including Special Interests:**

**Attainments (for children in year 1 and above):**

*(Include NC Levels, including sub levels, from the previous 12 months. Where these are not available please provide up to date teacher assessment information including P Levels where NC levels are not appropriate.)*

|                                | Level | Date | Level | Date |
|--------------------------------|-------|------|-------|------|
| <b>English</b>                 |       |      |       |      |
| Speaking & Listening           |       |      |       |      |
| Reading                        |       |      |       |      |
| Writing                        |       |      |       |      |
| <b>Maths</b>                   |       |      |       |      |
| Space                          |       |      |       |      |
| Shape & Measure                |       |      |       |      |
| Number                         |       |      |       |      |
| Using & Applying               |       |      |       |      |
| <b>Science</b>                 |       |      |       |      |
| <b>Cognitive Ability Tests</b> |       |      |       |      |

Other Recent Test/Assessments *(Include name and date and standard score or percentile if available)*





## Implications for Learning

*(Please refer to the High Needs Funding Document when providing information under this heading)*

### **Expected Progress for the Identified Child/Young Person:**

*Using baseline assessments you have for the child, information you have from an Educational Psychologist and relevant support services, please detail what progress you have expected the child to make over the past 12 months and whether they have made this progress.*

### **Implications for Access to EYFS Curriculum / National Curriculum and Wider Setting Curriculum:**

*(Using the information provided above regarding the identification of special and/or additional educational need(s), please describe the implications for learning)*

**Outcomes to be achieved and provision required**

*(please identify the outcomes that you you would expect the child/young person to achieve by the end of their current Key Stage (or the end of the next Key Stage if the child/young person is within 12 months of the end of a Key Stage) and the nature of the provision - e.g. staffing time to deliver what; training; equipment; modification of teaching environment; materials etc - that you are requesting in order to achieve these outcomes.*

| <b>Outcomes to be achieved over the next key stage</b> | <b>Provison required to achive these outcomes</b> |
|--|---|
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |

**Additional Evidence:**

**Evidence of Target Setting/IEPs/IBPs/Care Plan**

Please provide documentation to evidence that the child, young person and their parents have been involved in a graduated approach to meeting any identified special educational needs. This should include evidence of assessment, planning (target setting relevant to the identified need(s)) and review that has taken palce over at least 2 terms. Any personalised provision maps or other individual planning should also reflect the advice given (including that from other professionals who have been consulted), the strategies used and an evaluation of progress made over a period of time.

**Signed:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please email completed requests and all supporting document (for example EP report, support services report to:**

**Email:** [ea.sen@bolton.gov.uk](mailto:ea.sen@bolton.gov.uk)

# Check List

## Documents required when requesting Additional Funding from the High Needs Block

### Category 1

This applies to children where there is clear evidence that they have profound and multiple learning difficulties; severe and complex learning difficulties (where the child's attainments are likely to remain below P level 8 for most of their school career); severe physical disabilities or a significant sensory impairment.

|                            |      |  |
|----------------------------|------|--|
| Cognition & Learning Needs | SLD  |  |
|                            | PMLD |  |
| Sensory & Physical Needs   | VI   |  |
|                            | HI   |  |
|                            | MSI* |  |
|                            | PD   |  |

\*Evidence strands as for HI **and** VI

| Essential evidence |                                    | Appended as report |
|--------------------|------------------------------------|--------------------|
| SLD                | Educational setting (if attending) |                    |
|                    | Medical Consultant                 |                    |
|                    | EP                                 |                    |
| PMLD               | Educational Setting (if attending) |                    |
|                    | Medical Consultant                 |                    |
|                    | EP                                 |                    |
| VI                 | Educational Setting (if attending) |                    |
|                    | Sensory Support Service            |                    |
|                    | Orthoptist                         |                    |
|                    | EP                                 |                    |
| HI                 | Educational Setting (if attending) |                    |
|                    | Sensory Support Service            |                    |
|                    | Audiologist                        |                    |
|                    | EP                                 |                    |
| PD                 | Educational Setting (if attending) |                    |
|                    | Medical Consultant                 |                    |
|                    | Occupational / Physiotherapist     |                    |

## Category 2 (developing/emergent needs)

The majority of pupils will fall under Category 2 and evidence needs to be submitted to show a graduated response to the child's needs in line with the SEN Code of Practice.

| <b>ESSENTIAL EVIDENCE</b>                               |   | Appended as report |
|---|---|--------------------|
| <b>COGNITION AND LEARNING</b>                           |   |                    |
| MLD   | Educational setting*                        |                    |
|   | Ladywood Outreach Service                   |                    |
|   | EP  |                    |
|   | Other professionals involved with the C/YP. |                    |
| SpLD  | Educational setting*                        |                    |
|   | Specialist teacher                          |                    |
|   | EP  |                    |
|   | Other professionals involved with the C/YP. |                    |
| <b>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES</b> |   |                    |
| SEMH  | Educational setting*                        |                    |
|   | Behaviour Support Service                   |                    |
|   | EP  |                    |
|   | Other professionals involved with the C/YP. |                    |
| <b>COMMUNICATION AND INTERACTION NEEDS</b>              |   |                    |
| SLCN  | Educational setting*                        |                    |
|   | Ladywood Outreach Service                   |                    |
|   | S & L Therapist                             |                    |
|   | EP  |                    |
|   | Other professionals involved with the C/YP. |                    |
| ASD   | Educational setting*                        |                    |
|   | Ladywood Outreach Service                   |                    |
|   | Medical Consultant                          |                    |
|   | EP  |                    |
|   | Other professionals involved with the C/YP. |                    |

| SENSORY & PHYSICAL NEEDS |  |  |
|--------------------------|--|--|
| VI                       | Educational setting*                         |  |
|                          | Sensory Support Service                      |  |
|                          | Medical Consultant                           |  |
|                          | Orthoptist                                   |  |
|                          | EP   |  |
|                          | Other professionals involved with the C/YP.  |  |
| HI                       | Educational setting*                         |  |
|                          | Sensory Support Service                      |  |
|                          | Medical Consultant                           |  |
|                          | Audiologist                                  |  |
|                          | EP   |  |
|                          | Other professionals involved with the C/YP.  |  |
| MSI                      | Evidence required as for <b>both</b> VI & HI |  |
| PD                       | Educational setting*                         |  |
|                          | Ladywood Outreach Service                    |  |
|                          | Medical Consultant                           |  |
|                          | Occupational/Physiotherapist                 |  |
|                          | EP   |  |
|                          | Other professionals involved with the C/YP.  |  |

\* School professionals with the qualifications to administer the tests required as evidence.

