

## SEN RECORD OF CONCERN FOR PRIMARY SCHOOLS (Years 1-6)

Name of Pupil:

D.O.B.  Age: Years  Months

Year Group

Name of School:

### Persons contributing to this Record of Concern:

Name: <input type="text"/>	Position: <input type="text"/>
Name: <input type="text"/>	Position: <input type="text"/>
Name: <input type="text"/>	Position: <input type="text"/>
Name: <input type="text"/>	Position: <input type="text"/>
Name: <input type="text"/>	Position: <input type="text"/>
Name: <input type="text"/>	Position: <input type="text"/>

### Area(s) of concern:

Cognition and learning difficulties

Emotional, behavioural and social difficulties

Communication and interaction difficulties

Sensory difficulties

Physical/medical difficulties

### Brief description of difficulty:

**Evidence of the pupil's performance with reference to criteria:**

**Details of strategies which have been used with this pupil within ordinary differentiated provision**

*(these might include individual and group support within the ordinary classroom from staff/other adults, reward systems, alternative resources for this pupil, teaching styles matched to need – see SEN Handbook for guidance on differentiation):*

**Details of outcomes and successes in response to these strategies:**

**Note of discussion with pupil (where appropriate):**

**Note of contact/discussion with parents/carers:**

**External agencies involved (if any):**

**Action following discussion with the SEN Co-ordinator:**

Remain within ordinary differentiated curriculum

Move to School Action. Place pupil on SEN Register  
and draw up and IEP

Move to School Action Plus. Place pupil on  
SEN Register and draw up an IEP

Signed: \_\_\_\_\_(SENCO) \_\_\_\_\_(Teacher) Date: \_\_\_\_\_

Signed: \_\_\_\_\_Parent/Carer Date: \_\_\_\_\_

**NB** *It should not necessarily be expected that the child will “catch up” in his or her attainments since some children will always have learning difficulties. What is significant is the extent of their learning difficulties and their rate of progress*

## SCHOOL ACTION – STRANDS OF ACTION

<b>Assessment &amp; planning</b>	<b>Grouping for teaching purposes</b>	<b>Human resources</b>	<b>Curriculum and Teaching methods</b>
<p>Assessment by class or subject teacher and SENCO; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>IEP setting 'SMART' targets (some may be shared with other pupils in a Group EP). Regular reviews. Parents informed &amp; may be involved in supporting targets at home.</p> <p>External services (specialist support service, educational psychologist) undertake specialist assessment leading to a more specifically-focused IEP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-educational professionals in assessment and planning.</p> <p>Longer-term plan for provision, supported by shorter-term IEPs. Parents involved in both long and short-term planning.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Out of hours learning opportunities (homework clubs, lunchtime clubs etc.,) provided where possible.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support IEP targets, delivered within the classroom, through limited periods of withdrawal and/or through out-of-hours provision.</p> <p>Pupils work predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation, in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil support used routinely and some adult support may be provided on an ad hoc basis, (e.g. if Teaching Assistant or parent helper already working in the classroom).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Support used routinely in the classroom, with some limited targeted adult support provided by Learning Support Assistant (LSA) or other adult.</p> <p>Individual or small group tuition provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by LSA or other adult.</p> <p>Individual or small group tuition is provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IEP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programmed (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>
<p>Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.</p>			

**Examples of interventions which may be used within School Action:** *Advice from the SENCO* *Staff training* *Mentoring* *Reward systems* *Alternative resources for this child* *Subject specific targets* *Use of outside agencies* *Individual and small group work including in-class/withdrawal support* *Out of hours learning opportunities* *Parents/carers providing agreed support at home* *Reading Recovery, multi-sensory teaching and other specific intervention programmes* *Increasing differentiation of activities* (guidance on differentiation is contained in the procedures documentation in Wirral's SEN Handbook).

**Strategies (how the child will be taught) – a description should include the following features:** *Teaching materials e.g. what books, equipment, schemes etc will be used* *Teaching methods e.g. guided reading and writing, peer tutoring, precision teaching* *Who will teach/work with the child e.g. teacher, classroom assistant, parent* *Size of teaching group e.g. one to one, group of four pupils per adult* *Frequency of specialist teaching e.g. daily, three times a week, ten minutes a day.*

INDIVIDUAL EDUCATION PLAN (IEP)   
 OR  
 INDIVIDUAL EDUCATION PLAN (IBP)

For: SCHOOL ACTION

Unique pupil number
---------------------

NAME	DOB	SCHOOL	DATE PLAN WRITTEN	DATE FOR REVIEW
<b>OBJECTIVE</b>		<b>BASELINE ASSESSMENT</b>		
<b>SPECIFIC TARGETS</b>	<b>STRATEGIES</b>		<b>OUTCOME (including data)</b>	

*Targets should be specific, measurable, achievable, resourced and within a planned timescale. They should include criteria for success. There should be one or more targets for each objective, accompanied by details of strategies and then outcomes.*

Page

*See above for information on interventions and strategies.*

Total pages in Plan

Copy given to parent on \_\_\_\_\_

**SCHOOL ACTION  
REVIEW OF PROGRESS**

(IEPs compiled since the last review should be attached)

**Date of Review:** \_\_\_\_\_

**Persons contributing to this review** *(It is essential to invite parents/carers and the pupil, where possible, to contribute):*

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Area(s) of concern:**

Cognition and learning difficulties  Emotional, behavioural and social difficulties

Communication and interaction difficulties  Sensory difficulties  Physical difficulties

**Evaluation of the pupil's performance and progress in relation to SEN Criteria:**

*How much progress has the pupil made against the targets set? Which strategies have been successful and which not? How does the pupil's performance compare with the SEN criteria? (it should not necessarily be expected that the child will "catch up" in his or her attainments since some children will always have learning difficulties. What is significant is the extent of the learning difficulties and the rate of progress.)*

**Note of discussion with pupil (where appropriate):**

**Note of contact/discussion with parents/carers:**

**External agencies involved (if any):**

**Decision following School Action Review**

Move to ordinary differentiated curriculum

Remain at School Action  
(draw up a fresh IEP and leave pupil on SEN Register)

Instigate School Action Plus  
(draw up a fresh IEP, leave pupil on SEN Register  
and seek specialist advice)

**Signed:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Copy sent to parents/carer on \_\_\_\_\_ (date)

## SCHOOL ACTION PLUS – STRANDS OF ACTION

<b>Assessment &amp; planning</b>	<b>Grouping for teaching purposes</b>	<b>Human resources</b>	<b>Curriculum and Teaching methods</b>
<p>Assessment by class or subject teacher and SENCO; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>IEP setting 'SMART' targets (some may be shared with other pupils in a Group EP). Regular reviews. Parents informed &amp; may be involved in supporting targets at home.</p> <p>External services (specialist support service, educational psychologist) undertake specialist assessment leading to a more specifically-focused IEP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-educational professionals in assessment and planning.</p> <p>Longer-term plan for provision, supported by shorter-term IEPs. Parents involved in both long and short-term planning.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Out of hours learning opportunities (homework clubs, lunchtime clubs etc.) provided where possible.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support IEP targets, delivered within the classroom, through limited periods of withdrawal and/or through out-of-hours provision.</p> <p>Pupils work predominantly in small groups or on an individual basis in the ordinary classroom, in a withdrawal situation, in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil support used routinely and some adult support may be provided on an ad hoc basis, (e.g. if Teaching Assistant or parent helper already working in the classroom).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Support used routinely in the classroom, with some limited targeted adult support provided by Learning Support Assistant (LSA) or other adult.</p> <p>Individual or small group tuition provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by LSA or other adult.</p> <p>Individual or small group tuition is provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IEP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programmed (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons.

**Examples of interventions which may be used within School Action Plus:** *Advice sought from outside agencies with relevant experience and expertise* *More regular monitoring of progress and IEP reviews* *Further advice/or assessment from the SENCO* *Deployment of additional staff to support the individuals/others* *More focussed staff training* *Mentoring* *Reward systems* *Use of specialist equipment/materials including ICT* *Further individual and small group work including in-class/withdrawal support* *Subject specific targets* *Out of hours learning opportunities* *Parents/carers providing agreed support at home* *Multi-sensory teaching and other specific intervention programmes* *Increasing differentiation of activities.*

**Strategies (how the child will be taught) – a description of strategies should include the following features:** *Teaching material e.g. what books, equipment, schemes etc will be used* *Teaching methods e.g. guided reading and writing, peer tutoring, precision teaching* *Who will teach/work with the child e.g. teacher, classroom assistant, parent* *Size of teaching group e.g. one to one, group of four pupils per adult* *Frequency of specialist teaching e.g. daily, three times a week, ten minutes a day.*

INDIVIDUAL EDUCATION PLAN (IEP)   
 OR  
 INDIVIDUAL EDUCATION PLAN (IBP)

For: SCHOOL ACTION PLUS

Unique pupil number
---------------------

NAME	DOB	SCHOOL	DATE PLAN WRITTEN	DATE FOR REVIEW
<b>OBJECTIVE</b>		<b>BASELINE ASSESSMENT</b>		
<b>SPECIFIC TARGETS</b>	<b>STRATEGIES</b>		<b>OUTCOME (including data)</b>	

\* *Targets should be specific, measurable, achievable, resourced and within a planned timescale. They should include criteria for success. There should be one or more targets for each objective, accompanied by details of strategies and then outcomes.*

Page

\*\* *See above for information on interventions and strategies.*

Total pages in Plan

Copy given to parent on \_\_\_\_\_

**SCHOOL ACTION PLUS**  
**SUMMARY SHEET: REVIEW OF PROGRESS**  
(IEPs compiled since the last review should be attached)

**Name of Pupil:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

**Persons contributing to this review** *(It is essential to invite parents/carers and the pupil, where possible, to contribute):*

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Area(s) of concern:**

Cognition and learning difficulties  Emotional, behavioural and social difficulties

Communication and interaction difficulties  Sensory difficulties  Physical difficulties

**Evaluation of the pupil's performance and progress in relation to SEN Criteria and, where relevant, National Curriculum levels:**

*How much progress has the pupil made against the targets? Which strategies have been successful and which not? How does the pupil's performance compare with the SEN criteria? (it should not necessarily be expected that the child will "catch up" in his or her attainments since some children will always have learning difficulties. What is significant is the extent of the learning difficulties and the rate of progress.)*

**Note of discussion with pupil (where appropriate):**

**Note of contact/discussion with parents/carers:**

**External agencies involved:**

**Decision following School Action Plus Review**

Move to ordinary differentiated curriculum

Move to School Action  
(draw up a fresh IEP and leave pupil on SEN Register)

Remain at School Action Plus  
(draw up a fresh IEP, leave pupil on SEN Register  
and seek specialist advice)

Request Statutory Assessment  
(consult parents/carers and SESS, draw up a fresh  
IEP, leave pupil on SEN Register and inform the  
Authority)

**Signed:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Copy sent to parents/carer on \_\_\_\_\_ (date)

## **DISAGREEMENT RESOLUTION SERVICE**

### **DISAGREEMENT BETWEEN PARENTS/CARERS AND A SCHOOL: PROCEDURE FOR SCHOOLS**

#### **Action before DRS referral**

Before a referral to DRS is made, it is expected that the following action will have been taken:

- ?? The school and the parents/carers must have had the opportunity to try to resolve the disagreement informally through the school's own procedures (e.g. meetings with the Headteacher and appropriate staff, and recourse to the school's complaints procedures if appropriate).
- ?? The parents should be made aware of other sources of support such as the Wirral SEN Parent Partnership or other voluntary agencies.

#### **Step 1: DRS referral**

1. If agreement cannot be reached, parents/carers must be advised of their right to request a DRS meeting.
2. DRS will receive referrals through the nominated LEA officer (the SEN Support & Monitoring Officer).
3. Both parties (school and parent/carers) must agree to mediation through the DRS. If either party does not agree to mediation, no referral will be made.
4. If both parties agree to mediation, a DRS referral form must be completed and signed by the parents/carers and the school. (Copies enclosed).
5. The referral form must be submitted to the nominated LEA officer either by the school or the parents/carers.
6. The school should make a brief written summary of the issues in dispute and the action they have taken or proposed to take to address the concerns which have been expressed.
7. The address to send the referral form and the written summary to is: Education & Cultural Services Department, Hamilton Building, Conway Street, Birkenhead, Wirral, Merseyside, CH41 4FD. Tel: 0151 666 2121 Fax 0151 666 4207.
8. On receipt of the referral form and summary, the SEN Support & Monitoring Officer will check that efforts have been made to at resolve the disagreement and then submit the referral to the DRS in Preston.

#### **Step 2: Action by the DRS**

1. On receipt of the authorised referral from the LEA, the DRS will contact relevant parties within 4 working days. Individual appointments or, if agreed by negotiation, a joint meeting will be offered within 10 further working days.
2. DRS will request appropriate documents from both parties.
3. All DRS information and documentation is available in other languages. The DRS will arrange any translation and/or interpretation service required by parents/carers.

### **Step 3: DRS Meeting**

1. A meeting between the parties will be arranged at a venue in Wirral.
2. One more meeting may be arranged, depending on progress in the first meeting (this may be because the meeting had been lengthy and a resolution may be close to being reached).
3. DRS will provide a trained facilitator/mediator for the meetings.

### **Step 4: Resolution**

If it is possible to make an agreement, the facilitator will draw this up and give it to both parties either at the meeting itself or after the meeting.

### **Representatives at DRS meetings**

1. It is expected that those present at the DRS meeting will be the facilitator, a school representative and the parents/carers and any other relevant party.
2. The school representative needs to have authority to make an agreement. It will not normally be possible to adjourn in order to check back with others about agreements.
3. It is not expected that either party will have or require legal representation. However, parents/carers and schools cannot be prohibited from having legal or any other form of support or representation.
4. While it is expected that agreements will be honoured by both parties, they are not legally binding.

### **Enclosed: DRS Leaflets and DRS referral forms**

For any further information contact: Education and Cultural Services Department  
0151 666 4224  
or  
Wirral SEN Parent Partnership Services  
Tel: 0151 647 6631

## DISAGREEMENT RESOLUTION SERVICE PROCEDURE FOR SCHOOLS

Action before DRS referral

Try to resolve the issue at school level. The parent may be advised to contact the Wirral SEN Parent Partnership or another voluntary organisation for support.

STEP 1: DRS referral

Time

If agreement cannot be reached, parents must be informed of the right to request a referral to DRS

Referral form completed by school and/or parent(s), both parties having agreed to mediation

Referral form and brief summary of the disagreement submitted by school or parent to: SEN Support & Monitoring Officer, Hamilton Building, Conway Street, Birkenhead, Wirral CH41 4FD.

Support & Monitoring Officer checks what earlier interventions have been used and submits the referral to the DRS, if appropriate

10 days

**STEP 2: Action by DRS**

**Time**

On receipt of the referral: DRS acknowledges referral to both parties and requests appropriate documents from parents and school

4 days

DRS meeting arranged (as locally as possible)

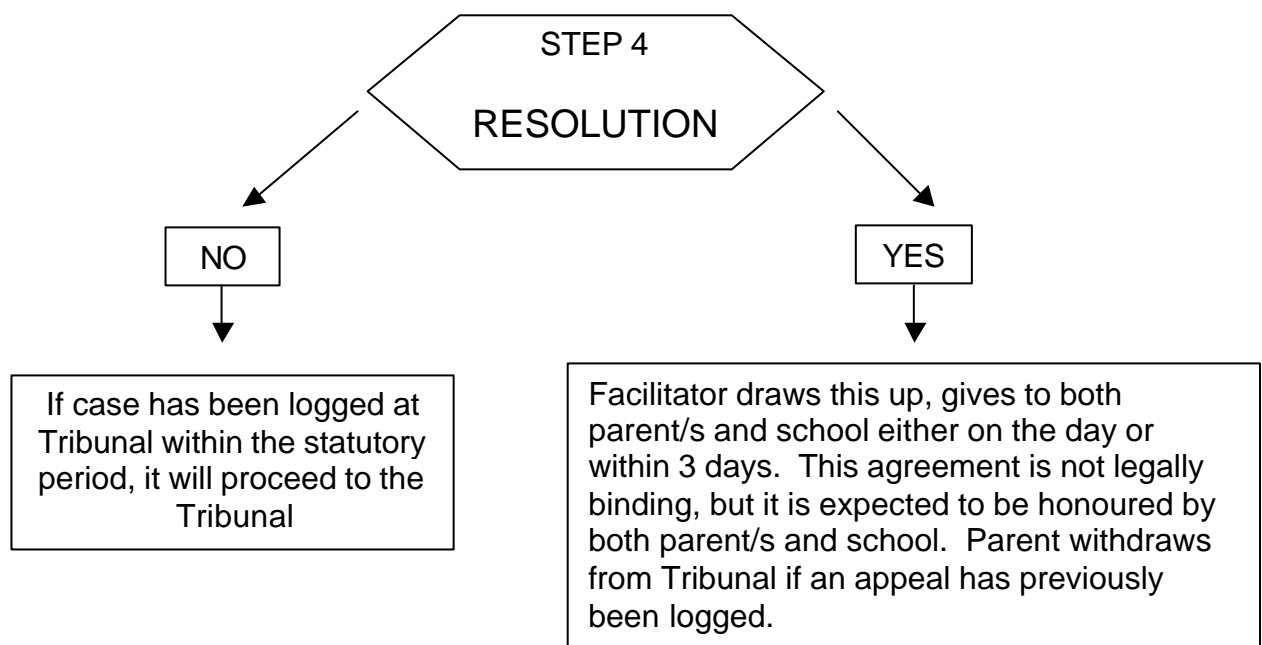
10 days

**STEP 3 MEETING**

DRS meeting takes place, facilitated by a trained mediator

15 days

- ~~///~~ There will be usually one meeting – depending on progress
- ~~///~~ Parents may ask for someone, eg. an independent parental supporter, to accompany them to the meeting.
- ~~///~~ It is expected that the school representative will have the authority to make an agreement.
- ~~///~~ It is not envisaged that legal representatives will be present, although this cannot be prohibited.



**Important Information**

Parents need to be aware that there is a 2 month timescale in which they can log an appeal at SENDIST (Special Educational Needs and Disability Tribunal) from initially hearing an LEA's decision about assessment or statements, or about issues relating to the SEN and Disability Act. Parents may wish to log their appeal and then attend DRS. DRS does not affect parents right to appeal to a Tribunal, as they can withdraw from Tribunal at any time.