

## Request for Paving the Way Service

|  |  |
| --- | --- |
| Name of pupil: | Harry Potter |
| Year/Class Name: | Year 4 |
| Date of Birth: | 26/6/2013 |
| 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 |

|  |  |
| --- | --- |
| School: | Hogwarts Primary School |
| School Address: | Hogwarts Lane, Sutton, SM1 2HP |
| Name of School Contact: | Mrs Snape |
| Job Title: | SENCo |
| Email:  | florentine.snape@hogwarts.com |
| Contact number: | 012 345 6789 |
| Date of referral: | 26/1/2023 |

**Pupil and school information:**

|  |  |
| --- | --- |
| CLA (Child Looked After) | 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:**

|  |  |
| --- | --- |
| 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 |
| Has an EHCNA application been made? | If yes, please specify yes, was made on 6th January |

**School Information:**

|  |
| --- |
| 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
 |

|  |
| --- |
| 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. This started on 3rd December therefore he has had access to the group 4 times.
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 2022), 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
 |
| 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
 |
| **Criteria** (please tick which options apply) |
| Social Communication 🗸 |
| Attention and concentration |
| Anxiety |
| Emotional Regulation |

|  |  |  |  |
| --- | --- | --- | --- |
| Details of other agency involvement, past and present. (For example EP,SALT,OT,EAL,FAMILY SUPPORT,CAMHS, Child and Family services). Please provide the dates and outcomes of any previous agency involvement:(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). |  |  |  |
| Agency details and contact | Date started | Date ended | Comments/Outcomes |
| * CAMHS referral to request for an assessment for possible Autism– declined (2021)
 |  | 2021 |  |
| * Early Help support for the family – closed September 2022 Parents are happy for the closing summary to be shared
 | Feb 2022 | Sept 2022 |  |
| * SALT – intervention when in Reception (Report available)
 | 2019 |  | Report available |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

|  |  |
| --- | --- |
| Signed (by school): | Mrs Snape  |

**Parent/Carer Information:**

|  |  |
| --- | --- |
| 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 |
| By signing this referral form you are agreeing to consent to information sharing between agencies | Mr Potter and Miss Weasley |

Please send referrals to:

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

Address: Paving the Way, Cognus Limited, Cantium House, Railway Approach, Wallington SM6 0DZ

Telephone Number: 0208 323 0450

You will be notified by email of your allocated panel slot and link to join.

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





**Cognus Paving The Way Partnership Agreement**

Commissioned Work

Cognus Paving the Way for ­­­­­­­Academic year 2022 – 23

|  |  |
| --- | --- |
| **Main Focus of Support:** | The Paving the Way Service will offer an early intervention service, providing support to children and families where children have social communication, attention, and anxiety difficulties.   |
| **Support could include: (highlight support required)** | * 121 support with a student
* Group support where appropriate
* Advice for parents
* Advice for teaching staff
* Student observations and advice
 |
| **Areas of need** | Difficulties may include: * Social communication that may be associated with autism.
* Attention and concentration (that may be undiagnosed).
* Anxiety and self-esteem issues.
* Relationship/peer issues.
* Emotional regulation difficulties.
 |
| Expectations of Cognus Paving the Way | * Punctual attendance on set dates
* Clear communication over any changes
* Electronic records to be kept by Cognus Paving the Way and uploaded onto our secure system
* Safeguarding concerns shared with school
* Cognus Paving the Way will provide reports on outcomes
 |
| Expectations of School: | * Provide a quiet room for uninterrupted work/meeting
* Session times and dates to be organised with teachers and pupils in advance and pupils to be supported to attend
* Information about sessions occurring and areas of focus to be shared with parents in advance/permission granted
* SENCo or other relevant staff member must be in the initial meeting
* School and parents will return reports and screeners within two weeks
* Protected time as perceived to be necessary for liaison between the SENCo, teacher and Paving the Way staff
* If pupils are absent/unavailable, Cognus staff to be informed in good time.
* NB on pupil/parent(s)absence: Depending on the reason for absence, Cognus staff will be able to offer an alternative on one occasion and if absence occurs more than once there will be a review of the suitability of the referral.
 |