

Specialist Placement Request (SPR) – January 2022
Evidence of School Based Provision

Please Note: Failure to complete relevant sections of the application and lack of supporting evidence may result in the application being returned for completion. Return to **Access & Inclusion Service, Ty Trevithick, Abercynon, CF45 4UQ.** ALNAS@rctcbc.gov.uk

The purpose of this form is to provide information to Access & Inclusion to determine if appropriate provision has been put in place by school to address the barriers to learning. The *submission will be discussed at ALN/SEN panel. There must be clear evidence of severe difficulties, as defined by LA criteria and lack of progress despite school based learning support. In the case of a child requiring EOTAS provision due to medical needs/permanent exclusion, schools may complete this form without prior involvement of the Access and Inclusion Services.*

How we use your personal information

The information on this form (and any additional information attached) will be used by the Access & Inclusion Service to discuss your child and their additional learning needs in line with the Council's legal duty under Section 321 of the Education Act 1996 and may involve sharing special category information about your child with external specialists e.g., health professionals.

To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our service privacy notice here www.rctcbc.gov.uk/serviceprivacynotice and the Council's data protection pages here www.rctcbc.gov.uk/dataprotection.

SPECIALIST PLACEMENT TO BE CONSIDERED FOR:

Please identify which specialist placement you are requesting:			
LSC for pupils with Autistic Spectrum/Communication Disorders (ASD diagnosis essential)		LSC for pupils with Hearing Impairments	
LSC for pupils with Speech and Language Difficulties		LSC for Nurture	
LSC for pupils with Complex Learning Difficulties/Welsh Medium Complex Provision		LSC Early Years Assessment & Intervention Class	
LSC for pupils with Social Emotional and Behavioural Difficulties		EOTAS	
Special school		Medical/illness	
Pupil Referral Unit		Permanent exclusion	
		Other	

SECTION 1: PUPIL INFORMATION

Pupil First Name:		Pupil Surname:	
DOB:		Gender:	
Parent(s)/Carer(s) Name:		Relationship to child:	
Address (including postcode):		SEN/ALN Status	
		Mandatory Year Group	
		Non mandatory Year Group	
		Statement of SEN	

Home phone:		Mobile Phone Number:	
Parent's email:			
School:		Mainstream/Learning Support Class:	
Year Group:	Age:	First language	English / Welsh / Other (please specify):
Free school meals:	Yes/ No (please circle)	Is the pupil 'looked after'?	Yes / No (please circle) Yes - S31: Full Care Order Yes - S20: Voluntary Care Order

Route for requesting specialist placement – before completing this form please ensure the following actions have been taken and relevant documents are completed and submitted with this form.

Tick the route followed

*A Multi agency meeting **MUST** have taken place prior to any request for specialist placement.*

Mandatory year group	<ul style="list-style-type: none"> • Held PCP meeting • Completed PCP capture tool • Written and reviewed IDP 	
Non-Mandatory Year group	<ul style="list-style-type: none"> • Held multi agency meeting • Completed detailed record of Multi agency meeting • Reviewed individual plans eg IEP, PSP 	
Pupil with Statement	<ul style="list-style-type: none"> • Complete Annual Review with multiagency participation • Complete record of annual review • If the information required is already contained within the Annual review report you do not need to repeat it, reference the section of the report where it can be found. 	

SECTION 2: NATURE OF PRESENTING STRENGTHS / DIFFICULTIES / NEEDS

Nature and extent of pupil needs

*Before completing this section school should make reference to the LA criteria for Specialist Placement when considering the extent and severity of need. [CriteriaforPlacementinSpecialistProvision2019.pdf \(rctcbc.gov.uk\)](https://www.rctcbc.gov.uk/CriteriaforPlacementinSpecialistProvision2019.pdf)
The information here must include a summary of the barriers to learning the pupil is experiencing and details of specialist assessments undertaken by both school and other professionals.*

SECTION 3: EXTERNAL AGENCY INVOLVEMENT AND SCHOOL BASED PROVISION

External agency involvement

The outcomes of multi agency working should be regularly reviewed and refined and further action planned and taken as a consequence. In the section below, you are asked to provide details of

- who has been involved,
- a summary of the main recommendations,
- the actions school has taken and the impact of these actions.

Please **DO NOT** submit copies of referrals to services. You need to provide information to show that advice has been sought and acted upon over time, not that school is in the process of accessing advice and support.

Panel will use the information to decide if the ALP put into place for a sustained period of time reflects the key priorities and recommendations made. Before completing this section school should make reference to the LA Criteria for Specialist Placement when considering the evidence of specialist involvement and intervention through a graduated response. [CriteriaforPlacementinSpecialistProvision2019.pdf \(rctcbc.gov.uk\)](https://www.rctcbc.gov.uk/Portals/0/Document%20Library/2019%20Criteria%20for%20Specialist%20Placement.pdf)

Name	Agency	Date of Last Involvement	Summary of main recommendations	Title of supporting evidence which is being attached with the SPR

Please ensure copies of all relevant documentation are appended

School based provision

The information provided in this section will document the approaches school has taken with increasing intensity to address the pupil's learning needs. The information should cover at least a full academic year, this will evidence the action school took prior to the involvement of specialist professionals and the steps taken as a consequence of specialist involvement. For nursery aged pupil information from their previous Early Years setting should be submitted for consideration to demonstrate intervention over time.

Start Date of Intervention/ Provision	Nature of Intervention/ Provision (inc staffing ratio)	Baseline measures/ assessment	Frequency/ Duration of Intervention/ Provision	Evaluation and Progress including supporting evidence

SECTION 4: PUPIL AND PARENT VIEWS

Pupil Views

Pupil views can be gathered in a multitude of ways. For example in the case of very young children or those with limited communication skills this may be through observation, adults recognising what the child likes and dislikes, the circumstances that bring out the best in the child and those that can make learning challenging. A range of PCP tools should have been used overtime to gather the views of the pupil. Panel will be looking for evidence that the pupil's views have been gathered, acted upon and taken into account in the supporting information provided.

Parent/Carer Views

Panel will be looking for evidence that the parent/carers views have been gathered and considered as part of the process.

SECTION 5: ASSESSMENT DATA

It is important that this information is included as it provides panel with a holistic view of the impact of the pupil's barriers to learning on their progress across the curriculum. It will also evidence areas of strength that should be utilised to engage the pupil in learning.

Literacy and Numeracy

Assessed Area (Please provide data from the last two assessments)		Assessment Used	Date of Assessment	Chronological Age	Standard Centile Score	Age Equivalent Score
Reading Accuracy	Assessment 1					
	Assessment 2					
Reading Comp.	Assessment 1					
	Assessment 2					
Spelling	Assessment 1					
	Assessment 2					
Numeracy	Assessment 1					
	Assessment 2					

Foundation Phase/National Curriculum

Foundation Phase Outcomes	Current Outcome Achieved	End of FP Outcome	National Curriculum Area	Teacher Assessment		
				Current Performance	End of KS2 levels	End of KS3 levels
Language, literacy & communication skills			Welsh (<i>first language</i>)			
Mathematical development			English			
Personal & social development, well-being & cultural diversity			Mathematics			
			Science			

Curriculum Information – to be completed if requesting EOTAS provision only

Pupil's Current Curriculum Offer (With Current Levels/Grades and Predicted Levels/Grades)	Subjects (Please List ALL Subjects)	Current Levels/Grades Achieved	End of KS Predicted Outcomes	If Accredited Course, Please Detail Any NEAs/Portfolio Work Etc That Has Already Been Completed

SECTION 6: ATTENDANCE & EXCLUSION DATA

Attendance	Current academic year	Previous academic year
Percentage (%)	%	%

Exclusion	Number of incidents	Number of days	Reasons for Exclusions
Current academic year			
Previous academic year			
In the case of a permanent exclusion please provide a brief description of the incident			

SECTION 7: SUPPORTING INFORMATION

Please ensure that all supporting evidence is submitted via the portal * must be included	Please tick what is included
About me profile*	
Evidence of school-based interventions/provision eg intervention plans, progress records, session evaluations*	
Individual plans, signed and reviewed eg Individual Development Plan/Individual Education Plans/Individual Behaviour Plans/ Pastoral Support Programme(s) and reviews/ Play Plan*	
A personalised timetable showing the interventions and support in place over the course of a week/fortnight.*	
Individual Health care plan	
Appropriate external documentation: Occupational Therapy, Physiotherapy, Speech and language therapy reports/programme(s), Sensory Service assessment, Risk Assessment, TAC meeting, Enhanced Play Service	
PCP Capture Tool or evidence of multiagency meeting/ annual review with multiagency participation to consider requesting specialist placement*	

SECTION 8: DECLARATIONS

<p>Parent / guardian</p> <p>I am aware and I understand that my child will be discussed by the Access & Inclusion Service regarding a Specialist Placement request.</p> <p>Please advise the Service if you would like your correspondence in Welsh <input type="checkbox"/> or English <input type="checkbox"/></p>			
Parent / guardian name:		Parent / guardian signature:	
Date:		Additional notes:	

<p>Headteacher</p> <ul style="list-style-type: none"> I confirm that the information contained in this form (and any additional information attached) is accurate. I have made the parent/guardian aware of: <ul style="list-style-type: none"> how the personal data will be used to identify additional support if appropriate. how they can access their information rights and further information via the Data Protection pages of the Council's website. 			
Head Teacher name:		Head Teacher signature:	
Date:		Additional notes:	