



CCN Team  
- Request for Involvement -

Please complete electronically in Word

First Name: Surname Name:	John Morris	Date of Birth:	04/10/2016
Year Group:	EYFS	Chronological year if delayed/deferred:	
Gender:	Male	SEN Status:	EHCP / SEN Support
Formal diagnosis of autism:	Yes <input checked="" type="radio"/> No / Under assessment	Diagnosis given by:	Umbrella / other
Date of diagnosis:	No	Is the young person aware of their diagnosis?	Yes / No
Setting:	St Stephen's CE RSA Academy	Phone:	0152763911
Email (a specific, named email address for direct contact with the team)	slb187@ststephensfi rst.worcs.sch.uk	SENCo:	Sarah Barrett
Class Teacher / Form Tutor:	Ms Basche	TA / Key worker / Mentor:	Zoe Newman
Please complete for all with parental responsibility			
Parents / Carers:	<del>Stephen</del> Morris James Stuart	Phone:	07973560410 Dad
Email:	Emmasmith90@yahoo. com	Relationship:	Father
Address:	35, Archer Rd, Redditch, B98 8DN		
Parents / Carers:	Emma Jane Goode	Phone:	07383109492 Mum
Email:	Emmasmith90@yahoo. com	Relationship:	Mother
Address:	35, Archer Rd, Redditch, B98 8DN		

Total  
Unconditional  
Consent

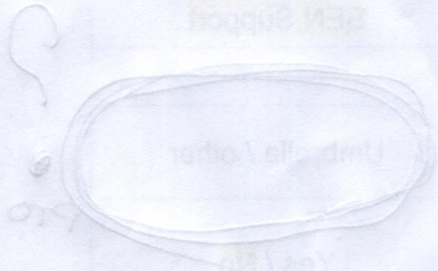
Formal end in writing  
only

Call mother only



Under no circumstances whatsoever, Can this process  
Continue, until we have the name of this man/woman or  
person for reasons of accountability + future reference.

I will accept an email from Steve early help to confirm everything





Please attach copies of any assessments, records or observations that will help us to assess the needs of this young person.

If there is insufficient information attached, we may not be able to process the request.

Copy of diagnostic report attached:	Yes / <b>No</b> n/a	Copy of EHCP attached:	Yes / <b>No</b> n/a
Free School Meals?	<b>Yes</b> / No	Member of a services family?	Yes / <b>No</b>
Child Protection Register?	Yes / <b>No</b>	GRT Community?	Yes / <b>No</b>

asus Steve

Attendance over the last 3 terms <u>if a cause for concern</u>			
Term	Possible	Actual	%
3rd Sept -14th March 22	214	189	88.32%
15th Nov 2021	5 Days - chaper box		
Sept - Dec 2021	415h Days - colds		Average 9 Days

Exclusions, <u>if appropriate</u>		
Date	No. of days	Reason
09/11/21	0.5	Assault against an adult. - no mention on blue book
23/11/21	1.5	Assault against an adult. - nothing written down in blue book
09/12/21	1.5	Assault against an adult. - just says see letter in blue book

asus Steve

Attainment and Progress			
Please attach evidence of the most recent assessment of the young person's progress and attainment.			
List relevant evidence provided:  EYFS tracking March 2022	Area	Current	P
	P S E D	Significantly below	
	Physical development	Below	
	Communication and Language	Significantly below	
	Literacy	Below	
	Maths	Below	
	Understanding of the World	Below	
Expressive Arts and Design	Below		

Please see attached letter  
Thank you

Speak to Steve



Please attach copies of any assessments, records or observations that will help us to assess the needs of this young person.

If there is insufficient information attached, we may not be able to process the request.

02/01/2021

Copy of diagnostic report attached:	Yes / No n/a	Copy of EHC Plan attached:	Yes / No n/a
Free School Meals?	Yes / No	Member of a service (family)?	Yes / No
Child Protection Register?	Yes / No	QAT Community?	Yes / No

Attendance over the last 3 terms if a cause for concern

Term	Possible	Actual	%
2nd Year - 1st Term	214	189	88.32%
2nd Year - 2nd Term	214	189	88.32%
2nd Year - 3rd Term	214	189	88.32%

2nd Year - 1st Term: 214 Possible, 189 Actual, 88.32%  
 2nd Year - 2nd Term: 214 Possible, 189 Actual, 88.32%  
 2nd Year - 3rd Term: 214 Possible, 189 Actual, 88.32%

Exclusions if appropriate

Date	No. of days	Reason
09/12/21	0.5	Assault against an adult - no reason in school
23/12/21	1.5	Assault against an adult - nothing without in school
09/12/21	1.5	Assault against an adult - nothing without in school

Attainment and Progress

Please attach evidence of the most recent assessment of the young person's progress and attainment.

Area	Current	Target
Physical development	Below	Significantly below
Communication and Language	Below	Significantly below
Mathematics	Below	Significantly below
Science	Below	Significantly below
History	Below	Significantly below
Geography	Below	Significantly below
Art and Design	Below	Significantly below
Music	Below	Significantly below
PSHE	Below	Significantly below
Other	Below	Significantly below



## Other services / agencies

Please list other relevant agencies / services and any named professionals involved:

None at present

yes but not detailed enough  
+ it all one-sided

## School View

Current strategies in place: detail Quality First Teaching / Graduated Response:

John has full support in class for his needs. There are a range of strategies used for John to help him in school. There are rigorous routines and rules that John is encouraged to follow. There is a home school liaison book so that communication is kept up to date with parents.

John has a bespoke timetable to meet his needs.

- Calming box of toys.
- Access to a sensory/quiet room.
- Calm down area in class. — more beneficial for John
- Carpet spots.
- Fidget toys. — ? John doesn't fidget
- Visual behaviour cards.
- Now, next and then board.
- Reward charts. — The smiles won at home to
- Wave 3 support for Thrive activities.
- Wave 3 support for areas of his learning.
- Home school liaison book. — needs to be more detailed
- Structured timetable.
- Sensory equipment.

Young person's strengths:

John can be a very happy boy. He likes to play with the Lego and the play dough. He talks a lot about playing on his computer and playing Minecraft games.

no experience of this at home at all, maybe a problem with school environment + surroundings

Young person's main difficulties:

### Social Understanding

John cannot take turns and cannot share. — agreed to a concern  
He can be very rigid with his thinking. — a great asset to our opinion  
He speaks to adults without any deference.

He speaks to his peers in the same way. — same as above

He does not have strong relationships with his peers. — pto top of page

### Communication



John Dad strongly disagrees and wants to know who de Rinker of peers  
you are using

We strongly can say that John has a very strong relationship with all  
his family members. We never had anyone tells us that they have a  
weak relationship with John at all and ~~even~~ John's mum is  
including the school. The school has never mentioned about having  
a weak / bad relationship with John.

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- Sensory equipment.
- Structured timetable.
- Home school liaison book - needs to be more detailed
- Wave 3 support for areas of his learning
- Wave 3 support for literacy activities
- Rewards chart - The smiles row will have to
- Now, next and then board
- Visual behaviour cards
- Fidget toys
- Carpet spots
- Calm down area in class - more beneficial to John
- Access to a sensory quiet room
- Calming box of toys

John can be a very happy boy. He likes to play with the Lego and the play  
dough. He talks a lot about playing on his computer and playing Minecraft

He does not have strong relationships with his peers - the top of page  
He speaks to his peers in the same way - some as above  
He speaks to adults without any deference  
He can be very right with his thinking - a great asset to the school  
John cannot take turns and cannot share - agreed to a concern  
with school environment for him  
The presence of these things have about people who plan



We have been saying from day 1 that John has been copying other children's habits

John needs lots of attention. He will seek out negative as well as positive attention.

John can appear very deregulated and distressed at times. He reverts to this behaviour rather than reacting calmly and trying to explain his needs.

He has difficulty talking and explaining what has upset him or what is wrong.

John doesn't really understand feelings in himself or others. - rubbish, totally disagree

#### Information Processing

John can follow instructions when he wants to and when it is on his own terms. - yes all children does this

John is able to concentrate for a period of time if he chooses to. - same as above

If he does not want to do something, he can become very stubborn and he won't comply. - would need more info

John can be very controlling in some situations in school. - same as above

#### Sensory Processing

John has difficulties with noise, does not like the classroom to be noisy.

John does not like to get wet. If his sleeves get wet in water play he becomes very agitated and clothes have to come off. - Great, he loves to be clean

**Sources of Stress, Frustration and Anxiety** Livedad + not on CCN issue

Getting wet. - are you serious - see above

Transitions and sudden changes to routines. - he quite soul in a noisy world

Gets upset if he is not noticed by adults. - we know

Loses concentration very quickly and can drift off at times. - yes but not when he does what he loves

Always wants to be in control and will often deregulate if he does not get his own way.

Sanctions don't work for John he doesn't take any notice. - He does at home but a discipline issue at school

#### Pupil Voice

John talks about playing Minecraft and computer games at home.

He likes working with Mrs Newman.

#### Strengths and Motivators

He will respond to rewards but is not consistent with this it will depend on his mood. - agree

Likes having jobs and being chosen for things. - agree he loves being in charge

Totally agree + we have this as well

Totally agree but this is not on CCN issue

He a child that will grow out of it

agree

### Focus for Autism / CCN Team Involvement (Discuss with Specialist Teacher / Practitioner if needed)

#### TARGET 1:

To regulate John's frequent outbursts, and to lower the level of anxieties that John displays. To help John to communicate his needs more effectively with the adults and peers in his class.

#### TARGET 2:

A lot of the time John's behaviour has got in the way of learning. So when John is in class help him to be able to concentrate more and be able to focus on his activities more.

we do not believe John is autistic at all



John needs lots of attention. He will seek out negative as well as positive attention.

John can appear very dejected and distressed at times. He reacts to this behaviour rather than reacting calmly and trying to explain his needs. He has difficulty listening and explaining what has upset him or what is wrong.

John doesn't really understand feelings in himself or others. - *emotional*  
Information Processing

John can follow instructions when he wants to and when it is on his own terms. - *yes, but only when he wants to*

John is able to concentrate for a period of time if he chooses to. - *some cases*  
He does not want to do something, he can become very stubborn and he won't comply. - *we had to make it to*

John can be very controlling in some situations in school. - *some cases*  
Sensory Processing

John has difficulties with noise, does not like the classroom to be noisy. John does not like to get wet. If his clothes get wet in water play he becomes very agitated and clothes have to come off. - *great, we have to be careful*

Sources of Stress, Frustration and Anxiety  
Getting wet - *one person - 2000*  
Transitions and sudden changes to routines. - *no, not a problem*

Gets upset if he is not noticed by adults. - *no, not a problem*  
Loses concentration very quickly and can drift off at times. - *no, not a problem*

Always wants to be in control and will often deny that he does not get his own way. - *no, not a problem*

Situations don't work for John he doesn't take any notice. - *no, not a problem*  
Adult Voice

John talks about playing Minecraft and computer games at home. He likes working with Miss Newman.

Stimulants and Routines  
He will respond to rewards but he is not consistent with this it will depend on his mood. - *no, not a problem*

likes having jobs and being chosen for things. - *no, not a problem*  
Needs being noticed

Focus for John: CON Task Involvement  
(Discuss with Specialist Teacher if needed)

TARGET 1:  
To regulate John's frequent outbursts, and to lower the level of anxiety that John displays. To help John to communicate his needs more effectively with the adults and peers in his class.

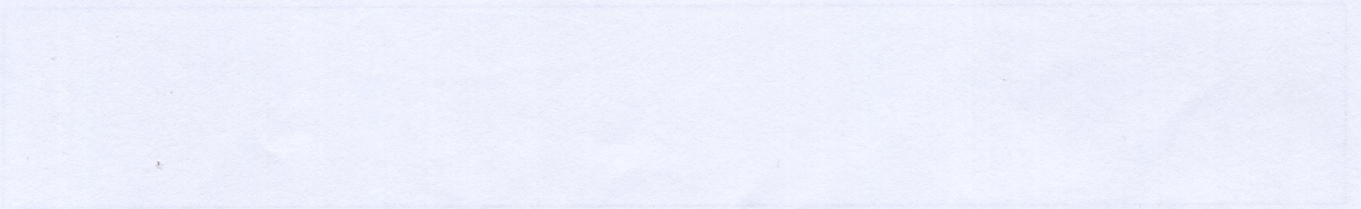
TARGET 2:  
A lot of the time John's behaviour has got in the way of learning. So when John is in class help him to be able to concentrate more and be able to focus on his activities more.

Weight of pressure John is under about











Parental consent must be obtained prior to CCN Team involvement.

It is the setting's responsibility to obtain this.

Please ensure that this has been done before returning this form as we are unable to accept referrals without parental consent.

The setting to make parents aware of the following:

In order for us to provide the best possible service, we may need to undertake assessments and contact other professionals working with you and your family to share relevant information.

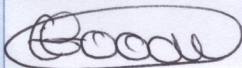
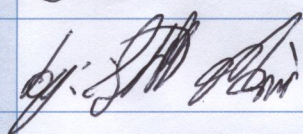
Any information we are given will be kept confidential and will only be shared with other people when necessary.

If you do not want us to contact or share information with a particular agency/professional, please advise the person referring your child.

PTO

The only exception to this is if there are concerns about a child's safety when we have a duty under the Children Act (2004) to pass on our concerns to the appropriate authority.

**All with parental responsibility to confirm:**

Signed:		Date:	30-3-2022
Print Name:	Emma Goodle		
Signed:		Date:	30-3-2022
Print Name:	James Stuart Morris		

- I confirm that I will inform parents/carers of the date of the CCN Team visit.
- I confirm that I will forward all reports to parents/carers from the CCN Team.
- I confirm I have commissioned the hours necessary for the assessment.

**Setting referrer:**

Signed:		Print Name:	
Position:		Date:	

Please return this completed form in Word with all supporting documents  
by email to [ccn@worcschildrenfirst.org.uk](mailto:ccn@worcschildrenfirst.org.uk)



We do not consent,

unless otherwise named, in person, and agreed in writing by US  
first.

Please ensure that this has been done before returning this form as we are unable to accept  
referrals without parental consent.

The following information is provided to you for your information:

In order for us to provide the best possible service, we may need to undertake assessments and  
contact other professionals working with you and your family to share relevant information.

Any information we are given will be kept confidential and will only be shared with other people when  
necessary.

If you do not want us to contact or share information with a particular agency/professional, please  
advise the person referring your child.

The only exception to this is if there are concerns about a child's safety when we have a duty under  
the Children Act (2004) to pass on our concerns to the appropriate authority.

All with parental responsibility to confirm:

Referral	Date	Referral
5505-3-05		5505-3-05
Referral	Date	Referral
5505-3-05		5505-3-05
Referral	Date	Referral
5505-3-05		5505-3-05

- > I confirm that I will inform parents/guardians of the date of the CCN Team visit.
- > I confirm that I will forward all reports to parents/guardians from the CCN Team.
- > I confirm I have commissioned the hours necessary for the assessment.

Referring referrer:

Referrer	Referrer
Referrer	Referrer
Referrer	Referrer
Referrer	Referrer

Please return this completed form in Word with all supporting documents  
by email to [ccn@workwithchildren.org.uk](mailto:ccn@workwithchildren.org.uk)



## Parental View

Your child's strengths:

Please see below

Your child's main difficulties:

e.g., friendships,  
coping with change,  
sensory difficulties

Please see below

Your priorities for your child in school:

Please see all related paperwork, given to early help, CCU, and especially John's file in school.

Failure to do so will result in you NOT being fully informed and result in you being liable to legal action, at a later date if we choose to.

Going forward, we believe a 3 month trial will be a good start and we hope all parties see improvements. We will definitely consider going forward with another 3 month trial.

God bless you all

## Parental consent



Please see below

Your child's statement

Please see below

Your child's opinion

Other comments

You have been asked to complete this form

Please see below for more information

Failure to do so may result in you not being fully informed

and result in you being liable to legal action, which may be

Please see below

Parental consent



## JOHN'S MUM AND DADS NOTICE OF CONCERN REGARDING THE SCHOOLS OPINIONS ON THEIR CCN REFFERAL FORM

Most of our queries are actually written on the form, and so do not need mentioning here. if there is something you want clarification on, then please phone emma, or stick something in writing for dad, your choice.

With regards the 'LITERACY' and 'MATHS' highlighted in orange, we want the response in writing.

### Attainment and Progress / LITERACY

Dad - After reading the literacy and maths current columns stating below and below, I as dad became quite thoroughly disgusted and angered by this narrow minded non empathetic almost robotic word, and have to assume this person is either lying, or not paying attention, or not communicating with the classroom staff...

Mum – When we did read this about the Literacy and Maths. I also was very angered and got really upset about this. I personally believe that there is a major communication issue here.

Dad – I cant believe I am writing this but if the 'data completed electronically in word' here was done by the deputy head named sarah barrett, then im sorry but have to say, yet again this person in my eyes is LYING AGAIN!!! this is the second time I have accused this person, and this time for a different reason...

Dad – the 'LITERACY' below to me is a joke. I hear emma sitting with john every single night, and thanks to the classrooms amazing work, john almost reads all of the books, nearly all of the time, and poor emma hardly get a word in except for the harder ones obviously. He is always asking me words phrases titles etc for me to spell to him and as he types in his tablet his response and speed is quite astounding to me at times...

Mum – When I sit with John and do his homework, I am amazed every time we read a new book how John reads it all by himself straight away, without any help from me what so ever. I read John a bedtime story every night and when we sit and read Paw Patrol John actually reads to me. He does struggle on some of the words but most of the time he knows all the words in the books (and some of them are big words). I am shocked on how he knows the words as me or his dad has not learned him any, that's thanks to the teachers in the classroom.

**Blue book** – dad - look, the blue book is a brilliant idea. It's a godsend for us and has been the best means of feedback for us. Albeit a little lacking in detail at times. So why oh why hasn't the person who filled in this form, actually looked at, or even read, the blue book that you give us. I mean seriously, has this person read the blue book? The amount of positive amazing comments regarding johns literacy is self evident when you actually open up and read the blue book. And this is coming directly from the classroom, which has to be the best way of getting informed.



**Blue book** – mum – Who ever writes in the blue book contradicts what the person has put down on the form by a long shot. I can not tell you the amount of times it is mentioned in the blue book on how well and amazing John's Literacy is. Even in John's reading journal the teachers have mentioned how great John's reading is. Actually there is a couple of times in there where it says "Super reading John" and "Excellent reading John". I mean for a five year old to keep going up level by level since September and now being on level 6 in the space of 6 months is absolutely astonishing to me. And he got the ten stars award around the end of last year too.

**Miss Basche** : Parent's Evening at 5.30pm today. – mum – Miss Basche said John's reading is "amazing". And really happy on how well he is coming along with his reading. That's the most "current" information we have had as I only spoke to her today.

Dad – so as far as I am concerned, the blue book, the miss basche comments, and what we have witnessed, in my opinion, are accurate and true, and whoever wrote 'BELOW', I now declare incompetent and not capable of making a fully informed decision based on teamwork at all. I am instructing the head to record this grievance of mine the dad, and suggest an enquiry as to the incompetence of the person who wrote the word 'BELOW'. Just my opinion of-course...

Mum – I sit with John all the time to do his homework in the green book with him. I do agree with what Miss Basche had mentioned about John still having trouble holding a pencil or pen probably but I have no worries in this as he is only 5 years old and he will learn in his own time on how to hold a pencil and pen. I do show him how to hold it every time. But I want it noted that John's writing skills are amazing. He does mainly write in capital letters (Miss Basche had also mentioned this) but I think that is because it is easier for him. I do want to say though that when John does the little ticks at the end of a letter sometimes I cannot make out the letter it originally supposed to be, e.g. a lower case "h" looks like a capital "N". I do show John how I want him to write the letters but he always goes back to the way it is done in the book. Over all again John writing skills is absolutely amazing. It will be all over the place he is 5 years old. I also want to mention that when I write a sentence down for John in the green book, John copies it so well and does such a great job with the sentence. John has also started telling me off because I do not put a full-stop at the end of the sentence and he keeps saying "you need to put a full stop there". So again I have no problem with John what so ever. He is doing a super job with everything to do with Literacy (apart from holding a pencil probably).

Dad – ditto to the above.

### **Attainment and Progress / MATHS**

Mum – I would like to know who stated that John's maths is below when again both me and his dad had read nothing but positive things about John's Maths in the blue book. John himself had said that his favourite lesson is Maths. In the newest blue book a teacher had written on 16-3-2022 and I quote: "Brilliant work in Maths John. You did some great adding." When I spoke to Miss Basche on the phone today she said that Maths is John's strongest subject and strongest knowledge of Maths. She also said that John loves to do adding and subtracting, he loves exploring numbers and that he knows double numbers e.g. 9 and 9 is 18. Miss Basche had also said that John is definitely at the target with his maths.



Mum - At home John is always doing sums with us, He ask us maths questions like "what is 32+32?" and when we answer he always says yes that is correct. Again that is thanks to the teachers in the classroom. John does a lot of coding and maths in Minecraft all on his own.

Dad – yes, he always always always does sums with us. Thanks to the ground crew at the school in the classroom he is now bringing the teacher's homework home to us lol...

Dad – so why 'below' who wrote below please. Does this person talk to the classroom staff or have communication issues I wonder??? How do you come to 'below' from emmas above comment and our witnessed experiences as well as your blue book...

Dad – I have decided to make this an FOI REQUEST

1 - who wrote the words below. What is the persons name.

2 - please supply without exception 'ALL' relevant data that helped you come up with the word 'BELOW' for 'LITERACY'

3 - please supply without exception 'ALL' relevant data that helped you come up with the word 'BELOW' for 'MATHS'

END OF FOI REQUEST

MY NOTICE OF MY TRUTH, MY WHOLE TRUTH, AND NOTHING BUT MY TRUTH,  
AND BY DIVINE GRACE, SO IT IS... (dad)

Any teacher or employee of the state who lies to a parent, while on the payroll and looking after children, in mine eyes, should not be looking after children. I would be very concerned for their safety and wellbeing. I know for a fact there is a teacher at this school that has lied to me in the past and that is the deputy head!!! as already claimed by me, with proof of claim already supplied accountably in writing...

[ And if it turns out the form was filled in by the same person or the deputy head, then I am now declaring here that this person is lying again!!! and this time for a different reason!!! If it isn't the deputy head that wrote the words below on that form, then I apologise this time only, and beg for her forgiveness... ]

Regardless of who wrote the word 'BELOW' I am now advising the head to take my complaint a little more seriously than the last time, as lying to parents may result in a risk to the safety and wellbeing of children when one of staff is lying and does not liaise with the other staff!!!

Im telling you my truth, my whole truth, and nothing but my truth, so help me god, and by divine grace, that's all I ever will do...

If the head and the trust, ignore me again, I will take matters further seeking legal advises as to achieve 'full discovery'. As this involves a determination of my 5 year old son, and there is a potential for deception and false evidence to suite a motive or agenda, I am sure you would all agree, under those circumstances, you would expect me to do something...

May god bless you all and guide you all and protect you all... peace and blessings be upon you... dad...