

Seb to talk to
Dad of Dad.

C.C.N.

Visit.

9:30

26th April

**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 / 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:	Stephen 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		

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

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%

Exclusions, <u>if appropriate</u>		
Date	No. of days	Reason
09/11/21	0.5	Assault against an adult.
23/11/21	1.5	Assault against an adult.
09/12/21	1.5	Assault against an adult.

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	

Other services / agencies	
Please list other relevant agencies / services and any named professionals involved:	None at present

School View	
Current strategies in place: detail Quality First Teaching / Graduated Response:	<p>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.</p> <p>John has a bespoke timetable to meet his needs.</p> <ul style="list-style-type: none"> • Calming box of toys. • Access to a sensory/quiet room. • Calm down area in class. • Carpet spots. • Fidget toys. • Visual behaviour cards. • Now, next and then board. • Reward charts. • Wave 3 support for Thrive activities. • Wave 3 support for areas of his learning. • Home school liaison book. • Structured timetable. • Sensory equipment.
Young person's strengths:	<p>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.</p>
Young person's main difficulties:	<p>Social Understanding</p> <p>John cannot take turns and cannot share. He can be very rigid with his thinking. He speaks to adults without any deference. He speaks to his peers in the same way. He does not have strong relationships with his peers.</p> <p>Communication</p>

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.

Information Processing

John can follow instructions when he wants too and when it is on his own terms.

John is able to concentrate for a period of time if he chooses too.

If he does not want to do something, he can become very stubborn and he won't comply.

John can be very controlling in some situations in school.

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.

Sources of Stress, Frustration and Anxiety

Getting wet.

Transitions and sudden changes to routines.

Gets upset if he is not noticed by adults.

Loses concentration very quickly and can drift off at times.

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.

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.

Likes having jobs and being chosen for things.

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.

Parental View

Your child's
strengths:

Your child's main
difficulties:

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

Your priorities for your child in school:

Parental consent

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.

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:	
Print Name:			
Signed:		Date:	
Print Name:			

- 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