



A Writing Frame to Capture Professional Information for Health Referrals

A SENCO Guide

In accordance with the clarification document published by Alan Hunter, Head of Service, NCHC NHS Trust, Community Children's Services on 27.11.17, (printed below,) the following 'writing frame' is offered to support the collation of professional information. This frame is optional and can be adapted. It is presented as a possible starting point, to support SENCOs who wish to use a framework.

CLARIFICATION

requirements for supporting information from Schools to be attached to referrals to

- **NCHC Paediatric Medical Services**
- **NCHC Neurodevelopmental Service (NDS)**

NCHC NHS Trust do not require that supporting information **MUST** be supplied by an Educational Psychologist. However NCHC do require that supporting information is sufficiently detailed and comprehensive as described below.

The entry on Knowledge Anglia is being amended accordingly.

“ All children need to be referred in by their GP. All referred children must have an accompanying supporting assessment report ideally from either an Educational Psychologist, Specialist Learning Support Teacher (SLST) or Specialist Behaviour Support Teacher (based at one of the Short Stay School's for Norfolk, SSSfN). Reports from professionals with appropriate equivalent experience and knowledge (e.g. specially trained SENCOs, Speech and Language Therapists, Clinical Psychologists) will be accepted, but must contain the following:

1. Detailed observations of behaviours which are suggestive of underlying neuro-developmental difficulties, to include examples of the child's social communication, interaction and behaviour during structured and unstructured times
2. Details of the child's expressive language and comprehension ability
3. Details of the child's overall level of cognitive functioning and potential in comparison to their peers.”

Alan Hunter

Head of Service, NCHC NHS Trust, Community Children's Services

27.11.17

SENCO Supporting Assessment Report

Pupil Name

Date of Birth

Year Group

Parent/Carer Name(s)

Address:

School/Setting:

Name of SENCO submitting Professional Information:

Date completed:

Name of Pupil GP:

Background information:

The pupil has been at our school since

Family Context

Class size, SEN Support

Early Development Information from Family

What we know about this Pupil

Strengths

Barriers to Learning

Cognition & Learning	Communication & Interaction
Curriculum Attainment	Speech (expressive –sounds, articulation, vocabulary, organisation)
Attention, Concentration	Language (receptive – understanding, vocabulary)
Impulsive	Social Communication – verbal and non-verbal skills of communication
Distractible	Social Interaction – response to others
Executive Functioning Skills - Anticipation, Planning, Inference	Rigidity of thought/actions
Organisation, Sequencing	Friendships
Social, Emotional & Mental Health	Physical & or Sensory
Age appropriate play	Gross Motor Co-ordination – run, jump, hop, skip, throw, catch or roll a ball
Self-Esteem, Self-Efficacy, Self-Image	Fine Motor Co-ordination – cutting, threading, writing, colouring, manipulating objects
Confidence	Mobility
Resilience	Posture
Mood, well being, happiness	Balance
Anxiety, Self harm	Sensory sensitivities
Risk Awareness	Hearing
Anger	Vision
Hypervigilance	

How we know this? (Attached Reports)

Professional Assessments

School Observations

Parental/Carer Consultations

Pupil Interview

Home Observations

What are we doing to support the Pupil:

A Summary of our Concerns:

What we would like to know?

Is there a medical explanation for....