



## Pirton Hill Primary School

### Approach to SEND support (2025)

Originated by: Ciara Keane  
Ratified by Governors: Autumn 2025  
Review date: Autumn 2026

#### 1. Overarching Values

##### Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

##### Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

##### Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

##### Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

#### 2. Definition

##### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families**

**Act 2014.** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

#### 3. Aims and Objectives of Approach to SEND support overview document

Within our school's SEND policy (Section 1) we outline our aim to provide every child with access to a broad and balanced education. This includes the National Curriculum and Foundation Stage Curriculum in line with the Special Educational Needs Code of Practice. The purpose of this document is to outline our procedures to ensure that these statutory documents are consistently embedded within our school's day to day provision.

#### 4. Key Responsibilities for the coordination and delivery of SEND provision across the school

The person responsible for overseeing the provision for Inclusion is **Mrs Cristelle Ellis** (Deputy Head teacher and Safeguarding Lead)

The person co-ordinating the day to day provision of education for pupils with SEND is **Miss Keane** (SENDco)

**HLTA in the Hive/SEND teaching assistants** are responsible for supporting pupils according to their EHCPs and with direction from SENDco and child's class teacher.

**Midday supervisors** are responsible for following provision guidance from SENDco and class teachers.

**Pastoral team** and SEND team work very closely together to ensure SEND pupil's needs are catered for in a holistic manner and specific vulnerabilities are considered throughout their time at Pirton Hill.

**Middle leaders** are responsible for being knowledgeable of the specific needs of SEND pupils across of the school, liaising and working with SENDco to ensure school's SEND policy is embedded within their subject areas.

**Phase leaders** are responsible for monitoring teaching and learning within their phases working with conduction with SENDco. Phase leaders discuss progress of disadvantaged pupils during pupil progress meetings with teachers.

**Class teachers** are accountable for the quality of teaching and learning, progress and attainment of SEND pupils within their classrooms. This includes additional interventions to accelerate learning.

**Teaching assistants** are responsible for supporting key pupils or groups of pupils following the direction of their class teacher.

In addition to the SEND policy (section 1), see section 2 which outlines staffing structure for current academic year.

## 5. Assess, plan, do and review

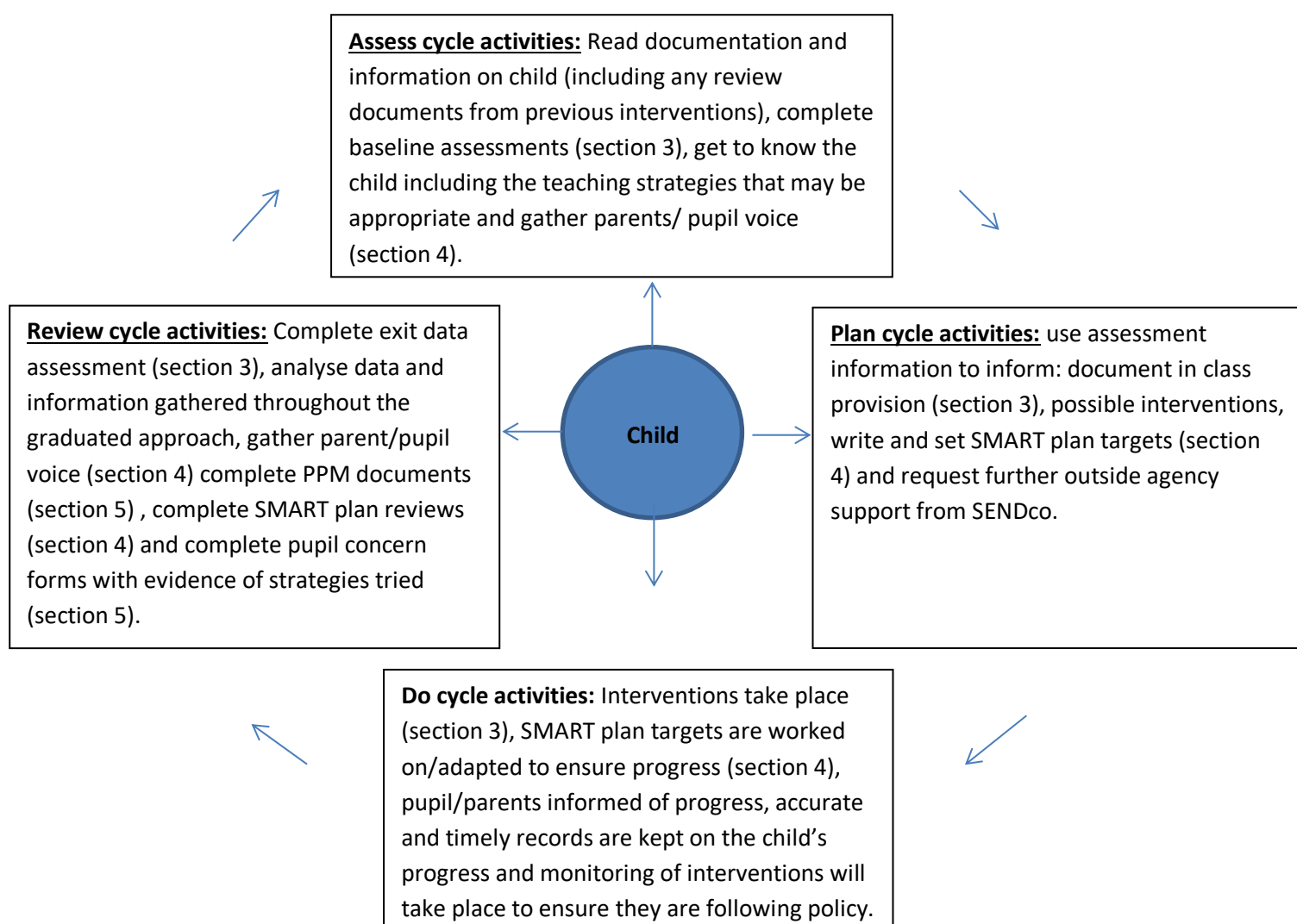
**At Pirton Hill we follow the graduated approach to provided SEND provision. The process takes place throughout the year and is conducted in a child centred way: this means that the child is at the centre of our work and their needs are paramount. As a result of this, the graduated approach cycle may be accelerated to ensure sufficient evidence is gathered to support the child's need.**

**Assess:** In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to: • planning effective teaching • determining appropriate provision • informing adjustments to teaching that will lead to good progress and improved outcomes for pupils

**Plan:** In the 'plan' stage of the graduated approach teachers gain a growing understanding of what teaching approaches work. This part of the graduated approach cycle will be most effective when teachers, working with the SENCO, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier.

**Do:** In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The SEND Code of Practice (2014) emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils. It also sets out the role of the SENCO.

**Review:** In the 'review' stage of the graduated approach teachers gain a growing understanding of what approaches secure better outcomes. Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND.



## 6. Termly overview

This section outlines the cycle of work that takes places in each half term considering the graduated approach taken at Pirton Hill Primary School. Our graduated approach started during the Summer 2 term as this is when transition starts and staff are allocated their new classes.

### Summer 2 teacher overview:

- SMART plan reviews , transition meeting notes and assessment information is passed onto child's new class teacher and or SENDco if child is moving to a new school
- Ensure that all evidence linked to child's progress throughout the academic year is passed to the child's new class teacher and or the SENDco if child is moving to a new school
- Read all transition forms, outside agency reports and SMART plan reviews for new class asking for clarity from the SENDco if needed
- Meet new SEND pupils and if additional transition is needed due to the child's need, accommodate this in conjunction with the SENDco
- Ensure classroom environment planning has considered all children's needs/barrier to learning
- Communicate effectively with new support staff that are joining their classes

### Summer 2 SENDco overview:

- Set deadlines for transition documents to be completed and communicate this effectively to all staff
- Monitor SMART plan reviews and ensure they are accessible/actioned appropriately
- Provide staff with provision map information for their new classes, outlining which outside agencies are involved
- Provide further CPD time for staff who have EHCP children and or children with significant needs joining their classes
- Complete detailed and efficient transition meetings for children leaving and or joining Pirton Hill (Reception and Year 6)
- Establish which children will require further outside agency intervention next year and begin forward planning for this
- EHCP annual reviews

Summer 2 key documents: Provision map (section 3), PPM documents (section 5), SMART plans (section 4), outside agency reports (section 6) and EHCP review documentation (section 7)

### Autumn term teacher overview:

- Get to know children within classroom and their needs. Trial various teaching and learning strategies to ensure correct provision is in place following observations and evidence of pupil needs
- Ensure classroom is set up in an accessible manner for all pupils
- Complete baseline assessment information to inform SMART plan target setting
- Report any concerns to SENDco about children within the classroom using pupil concern form and make adaptations to provision collecting evidence of this
- SENDCo may come to observe the child or arrange a meeting with class teacher to support writing the plan
- Write SMART plan targets following both outside agency advice and parent, carer and pupil voice
- Complete intervention documentation/baselines ensuring a copy is given to the Inclusion team

### Autumn term SENDco overview:

- Ensure correct provision is being offered for send pupils according to SEND information report
- Review SEND information report and policy
- Meet with allocated SEND governor
- Identify target children for specific interventions
- Hold SMART plan writing sessions
- Monitor and support the settling in process of SEND children
- Observe and assess children who are causing concern
- Adapt provision map according to SMART plans, interventions and baselines
- Meet with and report to relevant outside agency professionals
- EHCP annual reviews
- Monitor data and progress of all SEND pupils. Identify and report to phase leaders/teacher which children are causing concern

Autumn term key documents: Provision map (section 3), PPM documents (section 5), SMART plans (section 4), outside agency reports (section 6), EHCP review documentation (section 7) pupil concern form (section 5).

### Spring term teacher overview:

- Review intervention progress against baseline (Aut term) and adapt SMART plan targets and provision accordingly. Ensure Inclusion team have copies of intervention documentation
- Complete intervention documentation and new baselines for Spring interventions
- Attend SMART plan writing session with SENDco for further support if needed
- Write SMART plan targets following both outside agency advice and parent, carer and pupil voice. Smart plan targets must be progressive and not a repeat of the previous target. Staff to adapt targets to make them achievable for the child.
- Report any concerns to SENDco about children within the classroom using pupil concern form and make adaptations to provision collecting evidence of this

### Spring term SENDco overview:

- Monitor SMART plan reviews
- Monitor data and progress of target pupils
- Monitor data and progress of all SEND pupils. Identify and report to phase leaders/teacher which children are causing concern
- Monitor provision on offer within classrooms and across the school
- Allocate specialist interventions according to need and progress
- Adapt provision map accordingly focusing on interventions, SMART plan targets and progress
- Hold SMART plan writing sessions
- Meet SEND governor
- Meet with or report to relevant outside agency professionals
- EHCP annual reviews

Spring term key documents: Provision map (section 3), PPM documents (section 5), SMART plans (section 4), outside agency reports (section 6), EHCP review documentation (section 7) pupil concern form (section 5).

### Summer 1 teacher overview:

- Review intervention progress against baseline (Spr term) and adapt SMART plan targets and provision accordingly. Ensure Inclusion team have copies of intervention documentation
- Complete intervention documentation and new baselines for Summer interventions
- Attend SMART plan writing session with SENDco for further support if needed
- Write SMART plan targets following both outside agency advice and parent, carer and pupil voice. Smart plan targets must be progressive and not a repeat of the previous target. Staff to adapt targets to make them achievable for the child.
- Report any concerns to SENDco about children within the classroom using pupil concern form and make adaptations to provision collecting evidence of this


### Summer 1 SENDco overview:

- Monitor SMART plan reviews
- Monitor data and progress of target pupils
- Monitor data and progress of all SEND pupils. Identify and report to phase leaders/teacher which children are causing concern
- Monitor provision on offer within classrooms and across the school
- Allocate specialist interventions according to need and progress
- Adapt provision map accordingly focusing on interventions, SMART plan targets and progress
- Hold SMART plan writing sessions
- Meet SEND governor
- Meet with or report to relevant outside agency professionals
- EHCP annual reviews

Summer term key documents: Provision map (section 3), PPM documents (section 5), SMART plans (section 4), outside agency reports (section 6), EHCP review documentation (section 7) pupil concern form (section 5).

## Section 1: SEND policy

Access to school SEND policy, LAC policy and SEND information report please visit <https://www.pirtonhill.com/send/>



**Pirton Hill Primary School**  
**Looked After Children Policy (September 2020)**

Originated by: Emma Woods-McKinney  
Ratified by Governors: September 2020  
Review date: Annually

**1. Overarching Values**

**Expect:**  
*We all expect to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*



**Believe:**  
*We all believe in ourselves, and each other, and know that everyone has something special to contribute.*

**Achieve:**  
*We all have the opportunity to achieve, and fulfil our potential, regardless of our backgrounds.*



**LUTON BOROUGH COUNCIL**

**PIRTON HILL PRIMARY SCHOOL SEND INFORMATION REPORT**

Updated September 2025



Expect • Believe • Achieve • Enjoy



**Pirton Hill Primary School**  
**Special Educational Needs and Disability Policy**  
**(October 2020 – October 2021)**

Originated by: E. Woods-McKinney  
Ratified by Governors: October 2020  
Review date: Autumn 2021

**1. Overarching Values**

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**Achieve:**  
*We all have the opportunity to achieve, and fulfil our potential, regardless of our backgrounds.*

**Enjoy:**

## Section 2: current staffing structure

To view the current staffing structure please see the school's staff handbook or visit the school website for up to date information <https://www.pirtonhill.com/whos-who/>.

## Who's Who

[Home](#) » [Key Information](#) » [Who's Who](#)

[Come and meet the staff at our school.](#)

[Teaching Staff](#)

[Teaching Assistants / Support Staff](#)

[Family Support Team](#)

[Finance and Administration](#)

[Site Management](#)

[Lunchtime Staff](#)

[Sports Staff](#)

### Section 3: Provision map documents

The provision map consists of 1 document. Each year group has a provision map which contains the provision on offer for children who receive pupil premium funding and those who have special educational needs. The provision map also records who is responsible for specific aspects of each child's provision and the cost paid by the school to provide it. On the provision map, there is information about the specific interventions on offer within the school and allows staff to track a child's progress baseline to exit data. This sheet is completed by the individual leading the intervention. If a child has achieved the outcome of the intervention then the target they have been given can be extended. If a child has not, a specific comment is to be made about the child and the gaps within their learning. If a teaching assistant is leading an intervention this sheet must be shared with each child's class teacher regularly so that they are aware of the child's progress. The intervention sheet must be shared with the Inclusion team prior to the intervention taking place and once it has finished so that progress can be collated and placed onto the provision map.

**An example of the new provision map can be found below.**

CLASS:		DATE:			REVIEW DATE:		
INTERVENTION	STAFF/ CHILD RATIO	FREQUENCY	DURATION	TARGET	EXPECTED OUTCOME	NAME OF PUPIL & ENTRY DATA	EXIT DATA
Reading – closing the gap	1:1	5 mins daily	10 weeks	To increase the number of sight words for reading.	To increase the number of sight words read (Common Exception Words) and recognise the 8 phase 2 words.		
Social skills group Zones of Regulation	1:4	2 x 15 mins weekly	10 weeks	To learn the feelings of frustration and how to respond appropriately when:	The pupils will be able to use strategies taught to calm down when they feel frustrated.		
Handwriting Fluency	1:4	10 mins daily	10 weeks	To form the o c a e d g correctly	Handwriting fluency will improve correct formation.		
Maths Fluency Bee	1:1	10 mins daily	10 weeks	To have a solid understanding of number	To be able to say the number 1 more or 1 less to 10.		
Phonics ELS	1:4	2 x 20 mins daily	10 weeks	To be secure with the phonemes satpin, mdgock/ in Phase 2 and blend cvc words containing these.	The pupils will increase their score on the Phonic Screener		

#### Section 4: SMART plan, pupil and carer/parental voice

In 2018, we changed the way we record pupil's individual education plans (IEPs) to better match the SEND code of practice guidance. As a school, we now record pupil's individual targets on SMART plans and follow a similar structure to that of an education health and care plan (EHCP). SMART plans focus on a child's specific area/s of need or barriers to their learning. There will be certain children identified as benefiting from a SMART plan, alongside the provision map. The SENDCo will then be responsible for writing/reviewing the plans and deciding upon objectives and outcomes for the year. A child's objective is a target/skill that the child will have achieved by the end of the academic year. A child's outcome is the small steps their class teacher is going to take to ensure that the child meets their outcome.

Smart plans are written and reviewed in partnership with both the child and their carer/parent. A plan cannot be agreed and in place without this information. Smart plan reviews are based around needs and progress being made- this could be fortnightly, monthly or termly. The SENDCo will discuss the plans with parents and the relevant staff members.

Copies of a child's previous SMART plan should be shared as part of transition and can be found on the staff shared drive.

All relevant sections of the SMART plans must be completed before it is uploaded to CPOMS and then sent home for parents/carers to have a copy.

The SENDCo creates a termly overview of the SMART plan process and shares this with staff at regular points throughout the year. Deadlines are also shared with staff using the school's handbook and calendar.

Blank SMART plan template:

SMART plan (2020/21) Plan 1

Child: \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Teacher/Class: \_\_\_\_\_

AREA OF NEED (delete areas not applicable)	OBJECTIVE (This is the long term goal that you want pupils to achieve by the end of the year)	OUTCOME (This is the short term steps needed to achieve the objective)	WHO WILL SUPPORT ME/PROVISION NEEDED	REVIEW
Cognition and Learning				
Communication and Interaction				
Sensory and Physical				
Social, Emotional and Mental Health Difficulties				
<b>Parent's view</b>				
<b>Child's view</b>				



## **Section 5: PPM document, teaching and learning policy and pupil concern form**

All staff attend pupil progress meetings. Within these meetings, the provision of SEND pupils is considered both individually and against that of their peers. Provision is then adapted if the child requires additional support to achieve/meet their targets. SEND children are considered within 3 waves and classroom provision is adapted to meet their needs accordingly. Please see out teaching and learning policy for further information about the wave definitions.

<https://www.pirtonhill.com/curriculum-overview/>

If a staff member is concerned about a pupil within their class they must follow a specific process.

1. Assess child and establish their barriers and your concerns
2. Discuss your concerns with the child's parent/carer and suggest which strategies are going to be trialed to see if progress is made. Inform SENDco via cpoms of this discussion so they are aware a child is being monitored
3. Review progress after trialing strategies and discuss with parent/carer again. Decide upon a way of moving forward and if SENDco involvement is needed. Parents must be informed every step of the way
4. If parents agree, a pupil concern form is to be recorded including all of the above information. The more detail a teacher can provide the better. All pupil concern forms need to be uploaded to cpoms
5. SENDco will respond to pupil concern as soon as possible. Usually, an observation will take place, a further parental meeting will be conducted by the SENDco and then outside agency advice/referrals will be made.

Pupil concern forms can be found on the staff shared drive.

Pupil name: Class: Date completed: Completed by:	
What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this pupil learn?
Please list the support the child is currently receiving in our setting:	


## Section 6: Outside agency reports

As a school, we work with a number of outside agency professionals to support children. Some of these services are traded and others are statutory within Luton's local offer (<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>). Referrals are made by the SENDco following in depth discussions and information gathering with all stakeholders.

An overview of the service we regularly use can be found below:

- Special Educational Needs team

Statutory service within Luton's local offer. Team consists of: ASD team, SLCN team, under-fives service, visual and hearing impairment team. Referrals need to be specific and match the service requested referral thresholds.



**Special Educational Needs Service  
REFERRAL FORM**

(Incorporating services for under fives with additional needs; for children with autism spectrum disorder, speech and language difficulties, and for pupils with visual impairment).

**BASIC INFORMATION:**

First Name(s):	Last Name:	
Date of Birth:	Gender:	Establishment attended:

**REFERRAL DATA:**

Name of Referrer:	Designation/Role: Job Title
Address:	
Post Code:	
Tel No:	Email:
Date of Referral:	

**+ SERVICE REQUESTED (Please tick primary need)**

Under fives <input type="checkbox"/>	Visual Impairment <input type="checkbox"/>	SEN advisors EY PVI only <input type="checkbox"/>
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- Learning support service

Traded service paid for using school's allocated budget. Team consists of early years and primary advisors. School choose how to use their allocated hours with the team. Permission form and additional information required prior to advisors coming into school and offering advice.

CONFIDENTIAL  
CHILDREN, Families and Education Directorate  
SEN Advisory Team: Learning Support (3-16yrs)




### CONSENT LETTER

Pupil's Name ..... School .....

Date of Birth .....

Dear Parent/Guardian,

Your child's school has requested that a SENS Advisory Teacher provides advice and guidance about your child. The link Learning Support Advisory Teacher for your school is

.....

The Special Educational Needs Service Advisory Teachers work closely with schools to plan to improve learning for children experiencing difficulties. The work of the Special Educational Needs Advisory Teacher may involve a range of activities including: -

- discussing concerns and plans with school staff
- speaking with your child on their own
- observation/assessments
- providing advice to school staff.

CHILDREN, Families and Education Directorate  
SEN Advisory Team: Learning Support (3-16yrs)

### PRE-ASSESSMENT INFORMATION FROM SCHOOL

NAME:		SCHOOL/SETTING:	
D.O.B:		YEAR GROUP:	
AGE:		DATE OF VISIT:	
		HOME LANGUAGE	
SCHOOL/SETTING CONTACT:		TEAM MEMBER:	

**+ CHILD'S MAIN DIFFICULTIES** (and any relevant background information – Please include photocopies of reports of agencies involved (ELC S&L Physio)

Permission for SENS to assess given by parents: YES/NO

**CHILD'S MAIN STRENGTHS**

- **Educational Psychology team**

Traded service paid for using the school allocated budget. School choose how to use their allocated hours with the service. Parental permission and additional information needs to be sent to the service prior to them coming into school.

People Directorate  
Prevention & Early Intervention Service  
**CONFIDENTIAL**  
**EDUCATIONAL PSYCHOLOGY SERVICE**



**REQUEST FOR EDUCATIONAL PSYCHOLOGIST INVOLVEMENT  
TO BE COMPLETED BY SCHOOL/SETTING AND  
SIGNED BY PARENTS/ CARERS/ CORPORATE PARENT**

Please return to the schools attached Educational Psychologist at:  
EPS, Futures House, The Moakes, Marsh Farm, Luton LU3 3QB

Surname:	Forename(s):	Date of Birth:
Male or Female:	Unique pupil number:	Home Language:
Child in care: Yes / No	Is an interpreter needed? <input type="checkbox"/>	Bilingual assessment undertaken? <input type="checkbox"/> (please attach)
Ethnic Origin:	Code of Practice:	Name of GP:
School(s)/setting(s) attended, with dates		National Curriculum Yr:

- **Edwin Lobo**

Edwin Lobo is a statutory service within Luton's local offer. The Edwin Lobo Centre is a base for the community paediatric service, providing specialist secondary care services for children living in Luton and Central Bedfordshire presenting with developmental, physical and learning disabilities. Referrals to this service require parental permission and additional information regarding the child's development. Edwin Lobo have guidelines for referrals within their referral documentation.



**Cambridgeshire Community Services NHS Trust  
Luton Locality**

**Referral Criteria for the Edwin Lobo Community  
Paediatric Service**


This pack contains information to help you, identify whether we are the right service to refer a child/ young person to.

Incomplete referrals will not be accepted by the service and will be returned to you.

The Edwin Lobo Community Paediatric Team would like to thank you in

- Community paediatric occupational therapy service

This is a statutory service within Luton's offer. The Bedfordshire and Luton paediatric occupational therapy service offers assessment and intervention as indicated for difficulties with functional skills due to motor difficulties. Referrals require parental permission and additional information on the child's development.

**COMMUNITY PAEDIATRIC OCCUPATIONAL THERAPY**

**BASED AT REDGRAVE CHILDREN & YOUNG PEOPLE'S CENTRE, LUTON**

**REFERRAL FORM**

IF THE CHILD'S FUNCTIONAL DIFFICULTIES ARE IN LINE WITH THEIR GENERAL DEVELOPMENT/ MATURITY THEY DO NOT MEET OUR REFERRAL CRITERIA AND WILL NOT BE ACCEPTED ONTO THE WAITING LIST. IT MAY BE MORE APPROPRIATE TO REFER TO HEALTH VISITOR, EARLY YEARS SERVICES/ISCAN, PAEDIATRICIANS ETC

IN ORDER FOR THIS REFERRAL TO BE CONSIDERED, PLEASE ENSURE:

- The referral is signed by a health professional eg School Nurse, GP, Paediatrician, Physiotherapist or a SENCo
- All sections of the referral form are completed with as much information as possible, including: relevant medical history, physical development, language/communication skills, personal social development / behaviour, play skills
- Relevant and up-to-date medical reports are included

For Looked After Children or where child is known to a Social Worker, please ensure that parental responsibility information is completed in full.

Failure to complete the referral in full will result in us being unable to make a decision on whether we can help the child and the referral will be returned. This form can be provided electronically on request.

**CHILD'S INFORMATION**

- Magic Words speech and language therapy

This is a service that is funded by the school using the schools allocated budget. This service is renewed annually if there is capacity to do so. Magic Words offer speech and language therapy within the school as directed by the SENDco. Referrals need to be made prior to children accessing this provision and parental permission is required.



**Case History Questionnaire**

**General**

Child's Name:	Date of Birth:
Gender: Male / Female / Not specified	
Address:	Home tel:
	Mobile tel:
	Email:
Postcode:	
School:	School tel:

- NHS speech and language service

The Speech and Language Therapy (SLT) Service works across the whole county of Bedfordshire and Luton providing help in both community i.e. health centres, schools, pre-schools and hospital settings. They treat children up to the age of 16 years (up to 19 years in special education), who have a difficulty with communication or swallowing. The Service is provided in a number of ways, depending on the need of the child. Referrals to this service require parental permission and additional information to show the child's need meet's their threshold.

Referral forms can be found here: <https://childspeechbedfordshire.nhs.uk/how-to-refer/>

- **The Special Educational Needs Assessment Team**

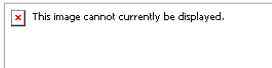
The Special Educational Needs Assessment Team (SENAT) is responsible for coordinating Education, Health and Care (EHC) needs assessments, overseeing the assessment and planning process, ensuring timely decision making and producing coordinated EHC Plans. Further information about this service can be found within Luton's local offer and by accessing this web link:

<https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=JEftR37V-68>

Request for an EHC Needs Assessment: Date:			
Pupil Name:	DOB:	School:	NCY:
<p>Does the pupil have a highly significant barrier to their learning in comparison with others of his/her age?</p> <p><b><u>Background:</u></b></p>			

- **Child & Adolescent Mental Health Service – Luton**

This is a statutory service within Luton's local offer. CAMH is a specialist service dedicated to supporting the mental well-being of young people. Parental permission is required before a referral can be submitted or discussed with this service. CAMH have detailed guidance on their thresholds and what information is required before a child or young person can be accepted to their service.



**Child and Adolescent Mental Health Services (CAMHS)  
Referral Form (Luton)**

Before completing the form, you must discuss the reasons you give for the referral with young person and/or parent/ carer (depending on age / capacity of young person). Please include as much information as possible.

REFERRED CHILD / YOUNG PERSON			
Surname		Forenames	
Date of Birth		Gender	
NHS No		Ethnicity	
First Language:		Interpreter needed?	Yes No
Address			
Tel (Parent/Carer)		Tel (Young Person)	

### **Section 7: EHCP annual review documentation**

It is a school's statutory duty to review EHCP documents annually. The SENDco is aware of which children's plan need reviewing and when. The annual review process is conducted as follows:

1. Class teacher, child's adult support and SENDco meet to discuss child's progress against targets. Class teacher and adult support provide evidence of achievement to SENDco. A discussion is had regarding next steps and how EHCP targets can be adapted to show progression
2. SENDco collates information from discussion and analyses information given. If further evidence is required, SENDco will arrange for our outside agency professional to complete an assessment and observation. This will be with parental permission
3. SENDco arranges a meeting with parent, child's adult support, class teacher if available and the child to formally review EHCP and decide upon new targets
4. SENDco emails copies of evidence and reviewed EHCP documentation to SENAT
5. SENAT adapt the plan accordingly and send parents a copy to approve
6. Once approved, new EHCP targets are in place and should be used to plan child's provision

EHCP review document:

**Luton**

## **Annual Review Form For all Education, Health & Care Plans**

**Date of Review Meeting:**

**Date of Plan under Review:**

**Pupil's Name:**

**Date of Birth:**

**Parent/Guardian Address:**

*If more than one address, please include all parental addresses*

## Section 8: The Hive

For the academic year, the school has created the provision 'The Hive'. This is for a maximum of 6 pupils and there is a specific criterion the children must meet to be able to attend it. The Pastoral team make decisions about which children can be offered a place and their places are reviewed weekly at Pastoral team meetings. Please see additional document attached for further information about this provision.