



**Whole School Support for Learning, Special Educational Needs and Disability  
Policy  
2020-2021**

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“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

– Ignacio Estrada

*The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.*

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## **1. Introduction**

**1.1.** Rugby School Thailand is committed to high quality education for all its pupils. This includes those who may need additional support for learning from time to time during their school careers, and to those who may require a more regular or even continuous measure of additional support.

**1.2** Our approach in respect of additional support for learning and support for children and young people with special educational needs and disabilities is drawn from the good practices and processes defined in the Children and Families Act (2014) and the SEND Code of Practice 0 – 25yrs from England.

**1.3** These and other British national standards reflect a gradual but significant change in support for learning thinking and practices over time. Since the early 1980s there has been a marked shift away from defining assessment as finding handicaps or deficits and towards needs-based assessment. This has been accompanied by a growth in practice which integrates assessment and intervention - or support - within the teaching and learning cycle. Effective assessment and intervention is not regarded as discrete and separate from that cycle. Some central features of the shift in practices can be illustrated as follows.

assess handicap	→	assess need
measure deficit	→	enhance learning
expert prescription	→	collaborative consultation
pupil in separate room	→	pupil in learning contexts

**1.4** A central feature of our approach is that it represents a joint effort by all concerned. In addition to learning support staff, all of a pupil's teachers are involved in continually assessing and supporting the pupil. We always aim for the fullest possible involvement of parents, and the pupils themselves, in the planning process. Staff will use a graduated approach when considering Support for Learning following a four-part cycle of: assess – plan – do – review.

**1.5** The concept of Support for Learning stresses that the educational needs of children and young people can arise for whatever reason and from any source. The focus, however, is on how any resulting needs emerge and are addressed in education settings. The term then applies to the needs of children and young people as they arise and are addressed in education.

## **2. Defining Support Needs**

**2.1** In any classroom, whether nursery, primary or secondary, the development and attainments of the children and young people span a wide range. In order to manage learning effectively, the practices of teachers and other staff take this into account and are appropriately flexible. Staff adapt to meet the needs of their pupils. In some instances, however, providing for the needs of a particular individual in any more than the immediate term may be beyond the normal range of classroom flexibility. Such a pupil may be in need of additional support. This applies equally to learning and behaviour problems.

**2.2** Depending on the nature of the pupil's needs, support can range from advice from Support for Learning staff for class teachers to in-class additional support or periods of classroom withdrawal for individual or small group tuition. In line with UK national standards, our aim is always towards identifying the

least intrusive yet most effective support. Parents and pupils are consulted and informed throughout the process.

### **3. Assessment for Support**

**3.1 Assessment principles.** The purpose of educational assessment is to define and detail problems that occur in learning. For example, if a pupil showed difficulty in acquiring word building skills, it is the details of the pupil's performance in that area that would be explored. This is significantly different from the type of historical assessment which sought primarily to identify a supposed causal agent existing within the pupil. This development is part of the general shift in thinking and practice mentioned earlier. In addition, assessment takes into account the circumstances - or contexts - in which the problem arises. Taken together, these two features allow assessments to be prospective in character. That is to say, one of the primary functions of assessment is to give pointers as to the action that might be taken. In carrying out such assessments, Rugby School Thailand uses a set of principles of good practice.

- Assessments are in accord with English legislation, national guidance and recognised good practice in education.
- The aims and purposes of individual assessments are agreed between the main contributors (including parents and where appropriate, the pupil) with a view to the best interest of the pupil.
- Assessment is incorporated within the teaching and learning cycle wherever possible.
- Assessment is needs-based, context related and relevant to the presenting problems in education, and to the pupil.
- Assessment is as minimally intrusive as is consistent with effective practice.
- Assessment aims at understanding the learning process, the child's interaction with it, and assisting and informing teachers with suitable teaching strategies.
- Assessment contributions are made from knowledge about and understanding of the pupil and the effects of different school contexts.
- Assessments are prospective in nature; that is, of use in planning intervention.
- Assessment is a joint process between all teachers and other staff, parents and pupils.
- The primary assessors are those adults working most closely with the child or young person in everyday situations.
- The school values all relevant contributions in their information gathering.
- Educational assessment is a school led collaborative process.
- Assessment information is derived from samples of work, behaviour, or social interaction; from the experiences of those directly involved with the pupil in everyday situations; from focused, one-to-one assessments of performance.

**3.2 In class/whole school testing-Prep.** For teacher created and whole year end of term testing, where it is deemed necessary, some pupils may have access to readers/scribes and adult prompting. These accommodations may be provided by any trained staff.

**3.3 Standardised or normative testing.** These are tests which compare the performance of an individual pupil with average national performances (UK based information). For example, in a test of reading, a ten-year-old pupil may score the same as the average British eight-and-a-half-year-old. The pupil would then be said to have a reading age of eight-and-a-half. Tests of intelligence work in the same way. Such tests can, where appropriate, provide supplementary information to the core assessment in individual cases, particularly where they allow a structured examination of particular skills. Where deemed potentially useful, such additional information will be obtained. Currently, there are whole school assessments, such as inCAS, MidYIS

and CAT4 being used to evaluate pupil progress and placement. Assessments for the purpose of determining individual pupil areas of need are not included in the tuition, and are seen as an additional service. Charges and descriptions of available assessments are included in Section 9.3. Pupils may also be referred to an outside agency for assessment, at the family's cost.

**3.3.1 Exam Access Arrangements.** For some access arrangements in examinations, standardised test results may be required as part of the evidence. Please see the next section for additional information regarding Exam Access Arrangements.

**3.4 Pre-Prep and Early Years.** In Pre- Prep and EYFS in addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind age related expectation, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, practitioner observations and from any more detailed assessment of the child's needs. From within the setting, practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents/carers and considered with them.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEND.

**3.5 Assessment support from outside the school.** Some pupils may have recognised and diagnosed medical conditions that have consequences for their performance in education. Rugby School Thailand welcomes any information that can be provided in respect of these pupil's medical or para-medical needs. In respect of pupil's educational or support for learning needs, the most appropriate form of external advice is normally from educational psychologists. Such specialists may be asked to contribute where,

- particular information is not otherwise available
- skills and knowledge are required which other contributors to the educational assessment feel they do not have
- there is some uncertainty or specific concern about a pupil's performance.

Although in the majority of cases the detailed involvement of an educational psychologist is neither necessary nor legally required, we may use such services in a general and consultative capacity. There is no involvement from an educational psychologist around named individual pupils without the prior agreement of parents.

## 4. Exam Access Arrangements

**4.1 Specific to Y10 and above.** The procedures in respect of these special arrangements are the subject of a separate practice guideline overseen by the [Joint Council of Qualifications](#) (JCQ), which is composed of AQA, City and Guilds, CCEA, NCFE, OCR, Pearson, SQA and WJEC, the largest providers of qualifications and [Cambridge International Examinations](#) (CAIE). For pupils to receive access arrangements in examinations, Rugby School, Thailand needs to demonstrate via standardized testing and/or classroom practice that a pupil needs the arrangement/s in order to effectively access the test to the best of their ability. Final approval is made by the College Exam boards based on the documentation provided. Primarily, Rugby School, Thailand pupils are taking exams via Oxford AQA (International), AQA, Pearson Edexcel (UK and International) and CAIE. Approval requests for Exam Access Arrangements must be made to each College Exam Board through which the pupil is taking an examination. Some may have slightly different requirements, so it is possible to receive an approved Exam Access Arrangement through one board, but not through another.

**4.1.1** Decisions are based on a pupil's normal way of working (classroom practice), assessor's information, and the requirements of the subject they are taking.

**4.1.2** pupils do not have to have a recognised learning disability to receive Exam Access Arrangements. Conversely, having a recognised learning disability, such as "dyslexia" does not automatically qualify a pupil for Exam Access Arrangements.

**4.2 Outside Assessment.** An outside assessment from an educational psychologist or diagnostician cannot be used to award Exam Access Arrangements without prior consultation with the school. Parents must discuss this with the school, if they are planning to carry out an independent assessment. Section 9.3 includes a description of inhouse assessments available through Rugby School, Thailand and their charges.

**4.2.1** Assessors must be recognised by the Joint Council of Qualifications in order for an assessment to be valid. This means that they have completed a recognized course in the UK (equivalent to Level 7 and including at least 100 hours of individual specialist assessment), have received the SpLD Assessment Practicing Certificate (APC) or are a licensed educational psychologist registered with Health and Care Professions Council (HCPC).

**4.3 Exam Access Arrangements** may be provided for teacher created and whole year end of term tests, as well as College Exam Boards at both Prep and Senior School level. Pupils may qualify for one or more Exam Access Arrangements. Parents and pupils will be notified prior to exams of which Exam Access Arrangements they have been qualified and approved for.

**Available exam access arrangements** include, but not limited to:

- a. Extra time (typically 25%)
- b. A human or computer reader/reading pen
- c. A human scribe
- d. Word processing (either with or without spelling/grammar checks)
- e. Other assistive software, such as voice recognition (speech to text)
- f. Exam papers printed on colored paper
- g. Additional, supervised rest breaks
- h. Bilingual dictionary
- i. Separate room for testing (individual testing)

**4.3.1 Course Exam Access Arrangements.** Any Exam Access Arrangements on College Board Exams should mirror what is happening in the classroom during coursework and teacher/unit exams. For

example, if a pupil needs extra time, they should be receiving extra time on class exams or a shortened exam that they can finish within the allotted time. If they have difficulty with handwriting, they should be allowed to submit coursework and test papers via a word processing document. If they are requesting colored paper for exams, they should be using a similarly colored paper or color overlay in class.

## **5. Intervention and Support**

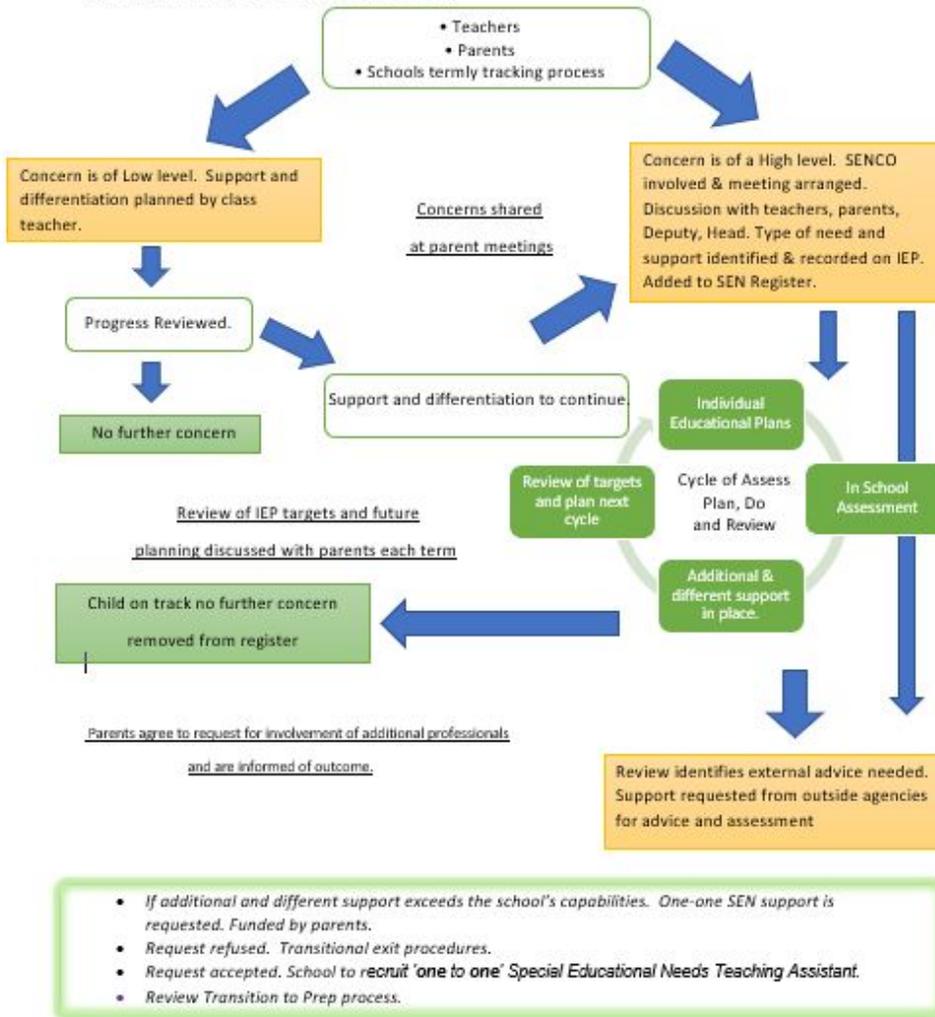
**5.1 Classroom Intervention and Referral for Additional Support.** As outlined earlier, one of the primary aims of our assessment process is to help identify action that might be taken in order to promote pupils' learning in the classroom. Like the assessment, the support is focused on observable and remediable learning problems and is related to the school's capabilities. Additional support for individual pupils may range from raised staff awareness of a particular problem (such as an intermittent, low level hearing loss or a stressful domestic situation) to periodic withdrawal from classes for extra tuition (such as in the case of a marked reading difficulty). In any eventuality, the provision of such support is not restricted to Support for Learning staff. All staff in contact with a pupil inform and contribute to their individualised support.

**5.2** For most circumstances, the integrated approach can be illustrated through a series of stages.

1. The class teacher notices a particular pupil needs more attention or planning than is usual for other pupils.
2. The teacher extends his or her usual practices in order to help the pupil, perhaps speaking to colleagues for ideas.
3. The teacher consults Support for Learning staff. Teacher submits a [Student Referral form](#) documenting their concerns and what practices/interventions they have already tried. Depending on the nature of the problem, the SFL role may range from advisory to hands on assessment and direct intervention.
4. Following consultation with the Deputy Head Academic and parents, pupils may then be taken out of class for additional support within the SFL department as an individual or in a small group. Individual short term target sheets will be set up and shared with parents and relevant staff.
5. Where a problem is identified as longer term and more significant in terms of a need for additional support, requiring the input from outside agencies, the class teacher and SFL staff, with parents, may decide a written individual plan is required.
6. Aims and objectives for learning in key areas are established jointly in line with the format of the individual plan.
7. The plan is reviewed and updated at regular intervals with parents invited to attend.
8. At any stage in this process the contributors may where appropriate ask the school's educational psychology service to take part.

## RST SEN Support and Identification

Information collected and concerns identified by: -



Created by Hannah O'Brien

Note: Currently, 1-1 Support for Learning is only currently available as a paid option at the Pre-Prep level. This is not offered at Prep or Senior.

## 6. Individual Plans

### 6.1 Plan coordinator.

The plan is a summary means of reviewing a pupil's progress. An important feature of this structure is the requirement for a coordinator or key worker - to be identified for each pupil with an individual plan. This is the person in the school most relevant to the individual characteristics of each case. In most instances, this will be a member of SfL staff, but it could be a class teacher. The co-ordinator's function is to monitor the implementation of the plan, maintain records, and arrange and chair review meetings.

All pupils at Rugby School Thailand who are receiving individualised support will have a file which is kept securely by Support for Learning staff. On the School Google drive, accessible by teaching staff only, for pupils with diagnosed specific learning difficulties, there will be individual specific notes for staff (See **10.1** for an example). Pupils may also be on a programme of individual short term targets; progress will be monitored throughout the term and the targets reviewed and updated in consultation with the class teacher, parents and pupil (at the discretion of the Head of SfL) each term. Each year a Pupil Support Register, with a few important reminders for teachers as to how to provide appropriate support, will be given to all Prep and Senior School teachers. It will also have the names of those pupils who may need additional support due to medical or personal issues.

**6.2 Review meetings and Short term targets.** Main review meetings are generally held once a term. All main contributors, including parents, are invited to attend. Contributions can be made in person or in writing. Where deemed appropriate, the pupil may also be invited. Main review meetings should in the majority of cases last half an hour. In these meetings the primary focus is the detail of the plan and how it might be updated. An existing plan is the meeting agenda, and the resulting updated plan is the outcome or minute of the meeting. Between main reviews, school staff will consult and make any necessary changes as they go along. Where there are major developments, the coordinator will arrange an additional main review or otherwise inform parents and other primary contributors. The majority of pupils at Rugby School Thailand are not in the review system. Many pupils, however, will have an individual programme of short term targets. This will be drawn up each term in consultation with the pupil's class teacher and discussed with the parents and, at the discretion of the SFL teacher, with the pupil.

## **7. Pupil involvement**

**7.1** We aim wherever possible for the full involvement of our pupils in any processes that affect their learning, including attendance at review meetings. Older pupils are usually able to make their own decisions about this. For younger pupils, certain types of involvement can be baffling or stressful and possibly counter-productive. Where such difficulties can be anticipated adults should make informed decisions on behalf of the pupil. Any relevant pupil views can be obtained in more informal settings and represented at the meeting. One of the more formal ways in which this may be achieved with some pupils is to fill in a questionnaire.

## **8. Information from professionals outside the School**

**8.1** Rugby School Thailand welcomes all relevant information about pupils who may need additional support for learning. Some professional contributors may not be able to attend review meetings. In order to obtain their views from their own areas of expertise, we may ask them a copy of their report or documentation. We may also request them to fill out a questionnaire to update us on goals and progress or current status.

## **9. Additional Charges**

**9.1** Rugby School Thailand's Support for Learning Department, staffed by qualified specialists, is able to provide 1-to-1 or small group support. The Support for Learning Department is fully resourced and supports children with mild to moderate special educational needs. This will be in addition to support from class or subject teachers, or from Teaching Assistants. Our professionalism and our small class sizes ensure that individual care and attention is standard. Any support provided by our Support for Learning Department, or

withdrawal from such support, will be discussed and agreed between parents and School in advance. Half a term's notice is required for withdrawal unless otherwise agreed by the School.

## **9.2 Charges for additional support are as follows:**

- Classroom support from teacher and/or TA – **no charge**
- 1-to-1 assistance from TA during class (e.g. reading) – **no charge**
- Support from additional teacher in classroom – **no charge**
- Support from teacher or TA outside classroom (break catch-up, prep/homework) – **no charge**

### **9.2.1 Charges for additional support for PRE-PREP SCHOOL**

- If a need for one-to-one support is identified, parents will pay additional charges for the hiring of a teacher assistant. Charges will vary due to need and hours and will be determined on a case by case basis.

### **9.2.2 Charges for additional support for PREP SCHOOL**

- Learning Support from specialist – charged per child, weekly as follows:

1-to-1, 30 minute session:	640 baht
1-to-2, 30 minute session:	535 baht
1-to-3, 30 minute session:	430 baht
1-to-4, 30 minute session:	320 baht

### **9.2.3 Charges for additional support for SENIOR SCHOOL**

- Learning Support from specialist – charged per child, per term as follows:

#### 1x week lesson

1-to-1:	12000 baht
Small group (2-3):	10000 baht

#### 2x week lesson

1-to-1:	15000 baht
Small group (2-3):	12000 baht

#### 3x week lesson

1-to-1:	20000 baht
Small group (2-3):	15000 baht

#### 4x week lesson

1-to-1/1-to-2:	25,000 THB
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If deemed appropriate by the Head of Department or recommended by an Educational Psychologist, some pupils may have shorter sessions on a more frequent basis per week, in which case they will be charged at the equivalent rate/ minute.

Children will join with others only by agreement with parents, and only if learning needs and age are sufficiently similar.

### 9.3 Additional charges for inhouse assessments

Service Type	Description	Length 2 hours
<b>1. <u>Screening Consult</u></b> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Consultations</li> <li>● Verbal Feedback</li> <li>● Email Summary</li> </ul>	This includes an in-school 1 hour observation and 1 hour consultation with teachers and/or parents with verbal feedback and advice. A summary is emailed to both school and parent.	<b><u>Investment</u></b> Included with school tuition
<p>A Screening Consult includes a 1 hour observation of your child at school. The main purpose of this is to determine whether a child needs further assessment and is especially helpful for parents/teachers who are not quite sure if a full cognitive assessment/well-being/autism assessment is needed. Included is a one-hour consultation where concerns are shared and next steps discussed. The evaluation is completed with a brief email to both parent and teacher, detailing the agreed actions and findings which may include further assessment, monitoring, or no action required.</p>		

Service Type	Description	Length 3-5 hours
<b>2. <u>Dyspraxia/Developmental Coordination Assessment</u></b> (5-10) <ul style="list-style-type: none"> <li>● Observations</li> <li>● Evaluation using standardized tools</li> <li>● Parent questionnaire</li> <li>● Consultation</li> <li>● Emailed report</li> </ul>	This includes an in-school 1 hour observation, 1-2 hour evaluation using standardized tool(s), and 1 hour consultation with teachers and/or parents with verbal feedback and advice. A report, including recommendations is emailed to both school and parent.	<b><u>Investment</u></b> 5000 baht
<p>A Dyspraxia Consult includes a 1 hour observation of your child at school, and a 1-2 hour evaluation using standardized tool(s) to assess visual motor integration and adaptive skills. A parent questionnaire will be sent home to cross reference with the observation and assessment results. Included is a one-hour consultation where concerns are shared and next steps discussed. The evaluation is completed with an emailed report summarizing results, detailing recommendations for home and school and any agreed upon actions/next steps.</p>		

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Service Type	Description	Length
<p><b>3. <u>Developmental Assessment Report</u></b></p> <ul style="list-style-type: none"> <li>• Questionnaires and measures</li> <li>• Emailed report with recommendations and strategies</li> </ul>	<p>This includes individual work with the pupil at school, completing a wide range of questionnaires and measures.</p> <p>Followed by a summary of results with recommendations and strategies to parents and teachers.</p>	<p>2 hours with pupil, plus scoring and writing the report.</p> <p><b><u>Investment</u></b> 10000 THB</p>

A Developmental Assessment Report includes individual work with the child or young person, completing a wide range of questionnaires and measures, completed in one visit. These are then scored and formulation provided, along with strategies for intervention. This is emailed to parents and teacher. The main purpose of this is to gather well-being data (social/emotional/behavioural) about a child. It is especially helpful for parents / teachers who are in need of data to inform their well-being support or therapy /counselling for a child.

Service Type	Description	Length
<p><b>4. <u>Exam Access Report</u></b> Ages 11-20</p> <p>A range of assessments needed for scoring and evidence of exam access arrangements, including:</p> <ul style="list-style-type: none"> <li>• Spelling (WIAT III-UK-T)</li> <li>• Word Reading (WIAT III-UK-T)</li> <li>• Processing Speed</li> <li>• Working Memory</li> <li>• Handwriting Speed</li> <li>• If needed, cognitive IQ assessment for comparison</li> </ul> <p>Emailed report with recommendations and strategies</p>	<p>This includes individual work with the child or young person (2-4 hours) in their school completing a specific range of assessment measures. Followed by a summary of results emailed to parents and teacher.</p>	<p>2-4 hours with pupil, plus scoring and writing/emailing the report.</p> <p><b><u>Investment</u></b> 15000 THB</p>

An Exam Access Assessment Report includes individual work with the child or young person, completing a wide range of assessments completed in one visit. These are then scored and presented in a report which is emailed to parents and teachers. The main purpose of this is to gather data to present to examination boards for exam access arrangements.

Service Type	Description	Length
<p><b>5. <u>Autism Assessment</u></b> Ages 2-20</p> <ul style="list-style-type: none"> <li>• ADI-R interview with parent/s (2 hours, audio recorded, no children should be present).</li> <li>• Cognitive (IQ) assessment with the child / young person (1.5 hours)</li> <li>• When necessary, additional questionnaires for parent/s and school teams.</li> </ul> <p>This data is then used to diagnose or rule out Autism.</p>	<p>This includes individual work with the pupil at school completing a specific range of assessment measures.</p> <p>Also included is a 2 hour interview with the parents.</p> <p>Followed by a summary of results emailed to parents and teachers.</p>	<p>1-3 hours with pupil 2 hours with parents Written report Followup meeting to discuss results</p> <p><b><u>Investment</u></b> 20000 THB</p>

Service Type	Description	Length
<p><b>6. <u>Full Assessment- Cognitive, Achievement and Phonological</u></b> Ages 5-20</p> <ul style="list-style-type: none"> <li>• Cognitive IQ assessment</li> <li>• Observation</li> <li>• Joint consultation with parents and teacher(s)</li> <li>• Writing/Spelling</li> <li>• Reading</li> <li>• Phonological Assessment</li> <li>• Listening Comprehension</li> <li>• Math</li> </ul>	<p>This service CAN be used for the diagnosis of learning difficulties, dysgraphia, dyslexia or dyscalculia.</p>	<p>up to 8 hours including time with pupil, plus scoring and writing/emailing the report.</p> <p><b><u>Investment</u></b> 25000 THB</p>

Emailed report with recommendations and strategies		
This includes individual work with the child or young person (up to 5 hours) in school completing cognitive, phonological and achievement assessments along with a 30-40 minute observation and 1-hour joint consultation with parent/s and teacher.		

## 10. Appendix

### 10.1 Copy of Confidential Support Sheet



DATE:

UPDATED:

STUDENT NAME:		YEAR:
HOUSE:	TUTOR:	FILLED OUT BY:

DISTRIBUTED TO TERM 1 TEACHERS:	DATE:
DISTRIBUTED TO TERM 2 TEACHERS:	DATE:
DISTRIBUTED TO TERM 3 TEACHERS:	DATE:

DIAGNOSIS/AREA OF CONCERN/LEARNING CHALLENGE:

STUDENT STRENGTHS/INTERESTS:

DISADVANTAGED BY:

STRATEGIES YOU CAN USE TO SUPPORT:

EXTRA SUPPORT SCHEDULE:

ADDITIONAL INFORMATION:

**10.2 Copy of [Student Referral Form](#) (This is a google form.)**

Name of Student:

Year/Block:

Person making the referral:

Date:

I have spoken to the parents about these concerns:

Areas of Concern:

Briefly explain the reason for the referral: Please identify the difficulties the child is experiencing in accessing the curriculum if the referral is for Cognition and Learning.

Details of any strategies which have been used with this pupil: