

Seb to talk to  
Date of Dad.

C.C.N.

visit.

9:30

26<sup>th</sup> 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 Total unconditional Consent
<b>Please complete for all with parental responsibility</b>			
Parents / Carers:	<del>Stephen Morris</del> James Stuart	Phone:	Formal and in writing <del>07973560410 Dad</del> only
Email:	Emmasmith90@yahoo. com	Relationship:	Father
Address:	35, Archer Rd, Redditch, B98 8DN		
Parents / Carers:	Emma Jane Goode	Phone:	07383109492 Mum Call mother only
Email:	Emmasmith90@yahoo. com	Relationship:	Mother
Address:	35, Archer Rd, Redditch, B98 8DN		

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.

First Name	Surname Name	Year Group	Gender	Formal diagnosis of autism	Date of diagnosis	Is the young person aware of their diagnosis?	Diagnosis given by	Under assessment Yes/No	Phone	Address	Relationship	Email
			Male									

Handwritten notes and circled area on the left side of the page.

Handwritten notes: "Total unconditional consent"

Please complete for all with parental responsibility

Handwritten notes: "Formal and written consent"

Handwritten 'X' mark

Handwritten 'X' mark

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>

ASU Steve

**Attendance over the last 3 terms if a cause for concern**

Term	Possible	Actual	%
3rd Sept -14th March 22	214	189	88.32%
15th Nov 2021	5 Days - chicken pox		
Sept - Dec 2021	4ish Days - colds		Average 9 Days

**Exclusions, if appropriate**

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.

Speak to 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	

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.

12/21/2012

Copy of diagnostic report attached	Yes / No	Copy of EHP attached	Yes / No
Free School Meals	Yes / No	Member of a carers family?	Yes / No
Child Protection Register	Yes / No	GRT Community?	Yes / No

Attendance over the last 3 terms if a cause for concern

Term	Possible	Actual	Average P Days
2nd term - Jan-Mar 12	214	182	85.05%
1st term - Oct-Nov 11	207	182	88.00%
3rd term - Dec 11	207	182	88.00%

20/10/2012

Exclusions, if appropriate

Date	No. of days	Reason
09/11/11	0.5	Assault against an adult
20/11/11	1.5	Assault against an adult
09/12/11	1.5	Assault against an adult

Attainment and Progress

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

Area	Current	Target
PSED	Slightly below	Current
Physical development	Below	Current
Communication and Language	Slightly below	Current
Literacy	Below	Current
Maths	Below	Current
Understanding of the World	Below	Current
Expressive Arts and Design	Below	Current

20/10/12

**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 in 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 definition 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.

- 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 Thrus activities
- Reward chart - The teacher would have to
- Now, next and then board
- Visual behaviour cards
- First four
- ? John doesn't engage
- Calm down area in class - more beneficial to John
- Access to a sensory / quiet room
- Calming box in toys

Current strategies in place: detail Quality First Teaching

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 - some are aware of the top of pop  
He speaks to his peers in the same way - some are aware  
He speaks to adults without any deference  
He can be very rigid with his thinking - a great asset to his opinion  
John cannot take turns and cannot share - agreed to concern  
Social Understanding  
Will school comment on this?  
How parents of these children have about, maybe the plan

Young people's mental health

We have been saying from day 1 that John been copying other children 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 too 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 too. - 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**

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 a 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:**

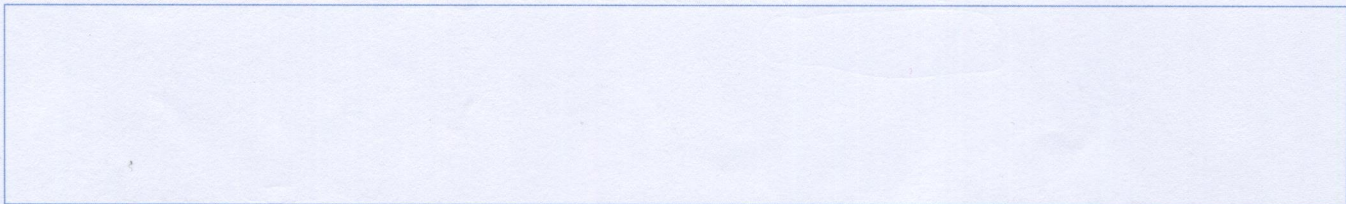
To regulate John's frequent outbursts, and to lower the level of anxieties that John displays. To help John to communicate his needs more effectively with the adults and peers in his class.

**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 don't believe John is autistic at all







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  
strengths

Please see below

Your child's main  
difficulties

What you can do  
to help your child  
achieve their  
potential

Your views for your child in school

Please see our related paperwork, 'Improved English GCSE',  
introduced to help the school.

Failure to do so will result in you not being fully informed  
and result in you being liable to legal action, at the school's  
discretion.

Good forward, we believe agreement will be a good start and we  
are pleased to see improvements. We will continue to support  
forward with more support.

Please see below

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.

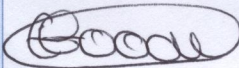
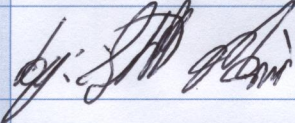
Any information we are given will be kept confidential and will only be shared with other people when necessary.

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 to make 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 relating your child.

P.T.O

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

All with parental responsibility to confirm:

20-3-2025	Date		Signed
		Emma Good	Print Name
20-3-2025	Date		Signed
		James Staff Hours	Print Name

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

Setting referral:

	Print Name	Signed
	Date	Position

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