**Background Information – CAT & PSS**

PSS and CAT require the following information in order to be able to work effectively with children and young people in your setting.

**Please share this information with your CAT specialist or PSS teacher.** Where possible this should be done through a conversation and the form completed collaboratively. \* Indicates priority information.

\***School Details**

|  |  |  |
| --- | --- | --- |
| **School/Setting** |  | |
| **SENCO:** | | **DSL(s):** |
| **Contact Details:** | | **Contact Details:** |

\***Pupil Details**

|  |  |
| --- | --- |
| UPR Number: | DOB: |
| First Name: | Year Group: |
| Surname: | Ethnicity: |
| Preferred Name: | Home Language: |
| Gender: | Class Teacher/Form Tutor: |
| Full Home Address: | Postcode: |

**\*Parent and Pupil Views**:

|  |
| --- |
| “Parents should always be involved in any decision to involve specialists” (SEND COP 2015 Par 6.59, p102) There is an understanding that the school will have discussed CAT and/or PSS involvement with parents/carers and **gained their written consent.** |
| Parent Views: |
| Pupil Views: |
| Child’s Strengths, likes, interests: |

**\*Current Identified Needs:**

|  |  |
| --- | --- |
| SEN Support:  SEND Support Provision Plan:  EHCP:  Next annual review date: | |
| LAC/CP/CIP/Early Help  (if yes please complete section below) | Attendance: \_\_\_\_%  (If a concern please complete section below) |
| Number of Fixed Term Exclusions: | Outside Agency Involvement: EPS/CAT/PDSS/VI/HI  Other: (Please state) |
| Medical Needs: (Including any diagnoses) | |

**Safeguarding (if appropriate)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Child Protection Plan**  Yes | **Child in Need Plan**  Yes | **Early Help**  Yes |
| **Date Started** |  |  |  |
| **Date Closed** |  |  |  |
| **LAC – Section 20** | Yes  No | **In foster care?**  Does the carer have delegated authority? | Yes  No  Yes  No |

**Attendance (if identified as an area of concern)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full Time** | **Part-Time** | **Not attending** | **RHINO** |

**\*Attainment**

|  |
| --- |
| **School Tracking Information:** |

**Current Level of Provision**

|  |  |  |
| --- | --- | --- |
| Universal | Targeted | Specialist |
| No. of assess, plan, do, review cycles completed and/ or details of cycle? | | |
| What has been tried to meet the pupil’s needs? For how long and by whom? | | |
| What have you learnt about the pupil? What outcomes have been achieved? | | |

|  |  |
| --- | --- |
| **Main area of concern** | |
| Speech, Language and communication  Cognition and Learning | Social Communication and Interaction  Sensory Processing |
| **Request Involvement of:-**  **PSS –** Yes  No | **Request Involvement of:-**  **CAT –** Yes  No |

**Additional Information – CAT ONLY**

|  |
| --- |
| Does the child present as having differences in sensory reactions to the environment. e.g. adverse reactions to busy places, loud sounds, touch etc. Describe: |
| Cumin, Leach and Stephenson Checklist – Yes  (Please attach)  Sensory Differences Checklist – Yes  (Please attach) |
| Please list any other information which is attached. |

**Additional Information – PSS ONLY**

**Supplementary Attainment Data**

|  |
| --- |
| Birmingham’s Language and Literacy Toolkit: Yes  (Please attach copies if available) |
| Maths Toolkit: Yes  (Please attach copies if available) |

|  |
| --- |
| **What will the initial focus of involvement be?**  e.g. class observation, meet with CT/SENCO/Parents, assessment of need. |