**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. |