

Special Educational Needs Guidelines for Writing Advice

(Extracted from the SEN Toolkit. Section 8: Guidelines for Writing Advice)

Set out below is a checklist for consideration by schools and settings when completing their reports:

1. Context

Briefly describe the school/setting organisation and curricular arrangements and how they assist children with special educational needs.

2. Background

The following information should be included in this section:

- I. Earlier education history: this should include a record of schools previously attended by the pupil and the pupil's attendance records when known.
- II. Background information: this may include family details, environmental factors and medical information.

Please note that only those factors which relate to the pupil's educational needs require comment and only factual information should be provided about family background if it is considered to be relevant.

3. Description of the child's current skills and attainments

1. Physical development – general health, fine and gross motor skills, vision, hearing.
2. Approaches and attitudes to learning – self image, confidence and independence, motivational factors, child's own view of progress.
3. Speech and communication skills – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure.
4. Educational attainments – literacy and numeracy skills, other curriculum areas.
5. Cognitive development including reasoning, organisational and problem solving skills.
6. Social skills and interaction – school, home and elsewhere (state whether observed or reported).
7. Behaviours – classroom behaviour, playground behaviour, outside school (reported or observed).
8. Self-help and independence skills.
 1. Please include National Curriculum assessment information, where available and appropriate. Where standardised tests are used, please detail the name of the test and date administered
 2. Please indicate positive aspects of behaviour as well as any aspects of behaviour that interfere with schooling.

4. Relevant home and school factors

- At school – size/age range of class, description of school-based interventions, SEN arrangements from school's own resources, curriculum provision, and quality of teaching, physical limitation of building, if relevant.

- At home and in the community – home language, parental views, care situation, home/school liaison arrangements, involvement in clubs, outside activities etc.
- Record of attendance.

5. Summary of special education needs

Identify and list all of the child's special educational needs and for each need describe the child's level of functioning that is what the child can and cannot do.

- The child's main areas of strengths.
- The child's main areas of difficulty.
- Child's rate of progress – levels of attainment should be stated.

6. Aims of Provision

Please suggest main long-term educational and developmental objectives for the child, referring to each need as listed above.

7. Educational facilities and resources

1. What special educational provision has already been made for the child? through *Early Education Action* and *Early Education Action Plus* or *School Action* and *School Action Plus*? Describe the progress the child made. (Please append IEPs and a record of IEP reviews – it is likely that they will provide sufficient information about past and current provision).
2. For each need and objective, please consider what features of provision might meet the special educational needs as identified: (*You are not being asked to recommend a particular alternative school or type of provision*)
 - Curriculum features – with details of any National Curriculum modifications or disapplication considered necessary and how a broad and balanced curriculum is to be maintained
 - Teaching strategies and approaches
 - Any differentiation of class or curriculum organisation
 - Specific programmes/activities/materials/equipment/staffing
 - Pastoral care arrangements
 - Physical environment
 - Need for staff advice/training/support.

Please state clearly any features in addition to those normally available in the school or setting that in your opinion are necessary to meet the needs.

8. Pupil's views

Please record the ascertainable views of the child about their needs and the ways in which they like/would like to be helped. Please describe the way in which the child was consulted and how the views were initially recorded and by whom.

9. Other information

Please provide any additional relevant evidence or advice.

Quick Reference Summary Sheet

Please ensure that you provide all the relevant information or evidence

1. Skill levels and functioning in school/setting:

- Whether following age appropriate programmes of study
- Details of programmes of study
- Exclusions from the National Curriculum
- Attainments in core subjects compared to peers
- (or) details of progress towards the early learning goals
- Whether falling progressively behind peers
- Recent progress over a given period
- Details of moves from Early Years Action/School Action to Early Years Action Plus/School Action Plus with reasons.

2. Identification of learning needs:

- How has this been carried out?

3. Strategies used to date:

- Details of IEPs with evidence of outcomes
- Evidence of child's functioning, programmes used and progress
- Details of outside specialist involvement
- Details of structured programmes including targets and outcomes
- Evidence of progress within such programmes.

4. Resources made available by the school through school-based intervention:

- Details of additional staffing support from within settings'/schools' own resources
- Details of materials used
- Details of aids or adaptations
- Details of equipment
- Details of liaison arrangements.

5. Parental involvement:

- Level of parental involvement
- Views of the parents.

6. Other factors:

- Views, wishes and feelings of the pupil and how obtained
- Evidence of other identifiable factors.

Please make sure your report is signed and dated.