

***Logo created by “Doncaster Young Advisors”***

**SENDCO Involvement Request (Step 2)**

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| **CHILD/YOUNG PERSON****’S NAME:** | **DATE OF BIRTH:** |
| **YEAR / CLASS:** | **DATE OF REQUEST:** |
| **ANY EXISTING SEND**: *(Y/N) give details / areas of need:* | **FORM COMPLETED BY:** |
| **GROUPING: EAL / LAC / CP / PP / Non-PP** | **PARENT/ CARER HAVE SPOKEN TO:** |
| **ASSESSMENT INFORMATION:**  Reading\_\_\_\_\_\_\_ Writing\_\_\_\_\_\_\_ Maths\_\_\_\_\_\_\_ Other­­ |

**Have parents/ carers already been consulted? Yes No**

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| **Parent/ Carer comments:** |

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| **What are the child/ young person’s strengths?** |

***Please note, observations will not be undertaken without receipt of this form.***

For support in identifying areas of need please see [Identifying Need - City of Doncaster Council](https://www.doncaster.gov.uk/send-toolkit/identifying-need).

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| **Area of Need** | **Tick** | **Description of concerns** | **What has been tried so far?** | **What was the impact?** |
| **Cognition and Learning** |
| Reading: |  |  |  |  |
| Writing: |  |
| Maths: |  |
| Learning and Executive Functioning: |  |
| **Communication and Interaction** |
| Receptive language (attention, understanding): |  |  |  |  |
| Expressive language (vocabulary, grammar and narrative): |  |
| Dysfluency (stammer or lisp): |  |
| Speech (sounds or blends): |  |
| Interaction (non-verbal communication, social rules, difficulty starting/sustaining conversation): |  |
| Sensory needs: |  |
| **Social, Emotional and Mental Health** |
| Mental health: |  |  |  |  |
| Social skills:  |  |
| Behaviour concerns: |  |
| Movement needs |  |
| **Sensory and Physical** |
| Hearing: |  |  |  |  |
| Visual Impairment: |  |
| Physical/medical: |  |
| **Other comments (class teacher):** |
| **What type of intervention / support do you think this learner would benefit from?** |  |

**SENDCO Follow-Up Action (Step 4)**

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| **DATE FORM RECEIVED:** | **OBSERVATION SCHEDULED FOR:** |

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| **Summary of Lesson Observation** |
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| **Next Steps (Step 5 a/b/c)** | **Timescale / Deadline** |
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