



## Appendix 1

# INCLUSIVE SCHOOL FORUM (ISF) REQUEST FORM – VERSION 1

### Reason for request

- I am seeking advice and guidance only – please complete PART A and C of this form.
- I am seeking advice and guidance and access to AIF – please complete PART A, B and C of the form
- (Please tick)

### PART A – MUST BE COMPLETED FOR ALL REQUESTS

SCHOOL DETAILS	DfE NO:	No. on roll:
School submitting request:		
Date of admission into school		
Other schools or settings attended in last 2 years (with dates where known)		
PUPIL DETAILS		
Legal Surname:		First Name:
Former Surname:		
Preferred Surname:		
Date of Birth:		Sex: M <input type="checkbox"/> F <input type="checkbox"/>
Address:		N.C. Year Group:
Postcode:		UPN:

**PARENTAL DETAILS (Please detail all parents/carers to be notified. Continue on separate sheet of necessary).**

Name:  
(Parent/Carer)

Name:  
(Parent/Carer)

Address: (if different from pupil)

Address: (if different from pupil)

Postcode:

Postcode:

Tel Home:

Work:

Tel Home:

Work:

Email:

Email:

Has parental responsibility? Yes  No

Has parental responsibility? Yes  No

If No, please indicate name and address of person having parental responsibility.

If No, please indicate name and address of person having parental responsibility.

Name:

Name:

Address:

Address:

Do any of the parents or carers require help with written English? Yes  No

Do any of the parents or carers require the help of an interpreter? Yes  No

**Brief summary of why the request is being made.**

This should focus on a brief description of the needs of the child and information about what you have done already to support the child or young person.

**Description of need** – we will use this information to analyse the SEND cohort coming through forum

Please indicate the primary area of need using 1. Please then indicate any other areas of need in rank order of prevalence from 2 to 4, where appropriate. (i.e. 1 = primary need 2 = secondary need etc.) You do not need to rank an area of need that does not apply to the child/young person.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical/Sensory/Medical

Please provide more specificity by indicating areas of need that apply again using a ranking order with 1 showing primary area of need.

Moderate learning difficulties		Speech and language difficulties		Social difficulties		Physical difficulties	
Specific learning difficulties		Autistic Spectrum Disorder		Emotional difficulties		Visual impairment	
Severe learning difficulties		Social communication difficulties		Mental health difficulties		Hearing impairment	
Profound and multiple learning difficulties				ADD/ADHD		Medical difficulties	

Are there any other known significant factors relating to their SEN? If yes attach copies of relevant information/advice

- Health                      Yes       No
- Home Circumstance      Yes       No
- Attendance                Yes       No
- Social Relationships      Yes       No

**Attendance Data**

At least 3 years attendance data should be provided where available.

Educational Setting	Dates (from-to)	Percentage attendance

## SOCIAL SERVICES INVOLVEMENT

Is the pupil known to Social Services? Yes  No

Is the pupil in care? Yes  No

Name of Social Worker:

Area:

***If the pupil is a Child in Care, please attach evidence that the Social Worker has been consulted about this submission.***

**NB: FOR A CHILD IN CARE THE APPLICATION CANNOT BE PROCESSED WITHOUT THE CONSENT OF THE SOCIAL WORKER.**

\* Has the pupil had a CAF/Early Help (Single Assessment): Yes  No

If Yes, please involve the relevant worker/service in planning.

**If you are seeking only advice and guidance please move straight to Part C of this form**

## PART B – To be completed when a school requests Additional Inclusion Funding (AIF)

Please specify the band being requested (Please circle)

Band A

Band B

Band C

**Briefly describe what the school will use the additional funding for.** (List what additional support is required over and above that already provided. This should be based on recommendations of the outside professionals you have been working with during the graduated approach).

**You are required to submit the following EVIDENCE when requesting AIF:**

- Description of graduated approach to date including reference to support and written feedback from outside agencies.
- Costed provision map showing current level of provision using normally available resources (element 2 funding up to £6000) and other funding streams e.g. pupil premium.
- Progress over time and current level of attainment and how that compares to the expectation for children of the same age.
- Proposed Inclusive School Provision Plan (ISPP)
- Parent and child views and how they have been involved in the process.

**Submission Checklist - Please ensure that all of these are ticked and enclosed when making a request for AIF funding:**

- Completed ISF Request Form
- Completed ISPP
- Completed cycles of Assess, Plan, Do, Review (Description of graduated approach)
- Completed Provision Map (showing annual cost)
- Completed Parent/Carer Views
- Completed Pupil Views – One Page Profile
- Copies of current assessments and any relevant written feedback (i.e. CAF/TAC, LSATs, EPs, BSATs, OT, Physio, SIS, CAMHS, SALT)

**PART C – MUST BE COMPLETED FOR ALL REQUESTS**

**Setting declaration**

- The contents of this referral have been shared with parents/carers
- All parts of this form have been completed in full

This form has been completed by:

**Name:**

**Job Title**

**Signed  
(Head Teacher / Owner / Manager / Principal):**

**Date:**

**Signed  
(SENCo):**

**Date:**

**Parental/carers consent**

Please tick:

- I confirm that my child's educational setting has discussed this request with me and I have been fully informed in the decision to refer my child to the Inclusive School Forum.

**Signed:  
(Parent/Carer)**

**Date:**

**Signed:  
(Parent/Carer)**

**Date:**

Please return this form electronically to [inclusiveschoolforum@telford.gov.uk](mailto:inclusiveschoolforum@telford.gov.uk)



Details of provision/Intervention to meet outcomes	Grouping (Ratio)	Session	
		Duration	Frequency
Summarise how the additional provision will enable the child/young person towards greater independence.			

**Parent / Carer's view**

**Pupil's views**

**Staff member responsible for completing the plan**

Name:	Designation:	Date:
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### Appendix 3

#### Inclusive School Forum – PARENT/CARER VIEWS – Version 1

You are being asked for your views because the school are requesting support from the Inclusive School Forum for your child. The views recorded below will be submitted along with the schools request. You should receive a copy of all information that the school submits.

<b>Child's name:</b>	<b>DOB:</b>
Has the school informed you about why they are requesting support from the Inclusive School Forum?  YES/NO	
Have you received a copy of the information guide for parent/carers about the Inclusive School Forum?  YES/NO	
Please provide a description of your child now including their strengths and areas of difficulties.	
What do you think is working well at the moment?	
Do you have any services outside of school that are helping you at the moment?	
Is there anything else you would like to tell us about your family?	

<b>Signed:</b>  <b>PRINT NAME:</b> <b>(Parent/Carer)</b>	<b>Date:</b>
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## Appendix 4 – Child/Young person’s Views

Example template 1

# Name’s One Page Profile



Photo of child or picture  
chosen by the CYP

### Like and Admire

This section lists the positive qualities, strengths and talents of the young person

### What’s important to.....

This is a bullet list of what really matters to the young person from their perspective (even if others do not agree). It is detailed and specific. It could include:

- Who the important people are in the young person’s life, and when and how they spend time together, for example ‘Sitting next to my best friend Lucy in class, and going to her house after school on Tuesdays’
- Important activities and hobbies, and when, where and how often these take place, for example ‘Playing on my Xbox as soon as I get home from school every day’
- Any routines that are important to the young person, for example ‘Getting to school early so that I have time to play football with James and Lucas in the playground before the bell goes’
- Important and favourite lessons and school activities, for example ‘Singing and playing the guitar at school, and being in the school band’
- Things to be avoided that are particularly important to the young person, for example ‘That people do not take things from my pencil case without asking.’

### How to support “Name” at school

This is a list of how to support somebody at school, and what is helpful and what is not. It can include any specific ‘buttons’ that get pushed, and how to avoid or handle them.

The information in this section includes what people need to know, and what people need to do.

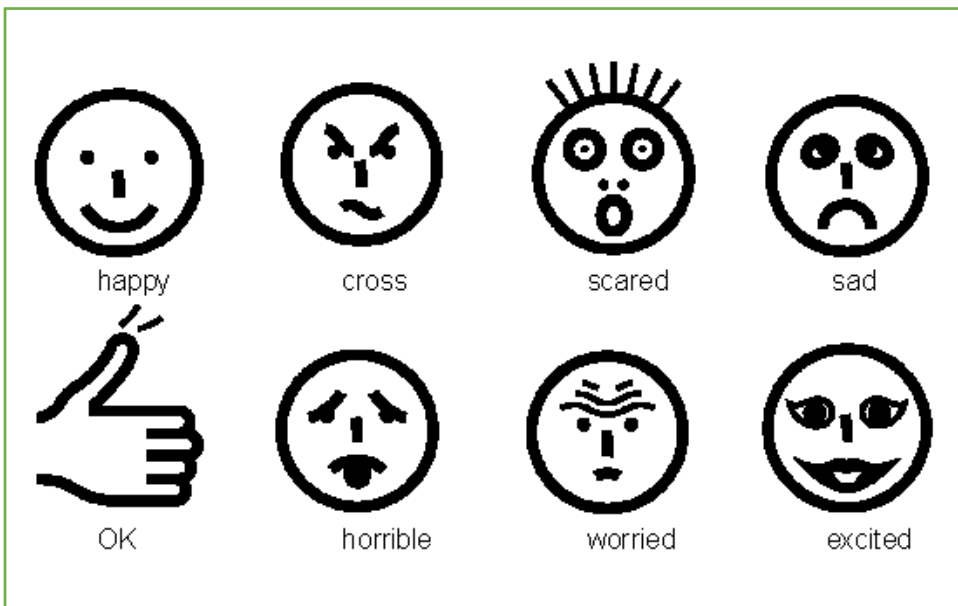
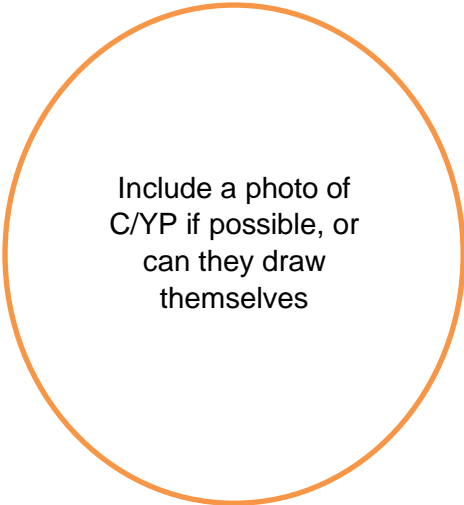
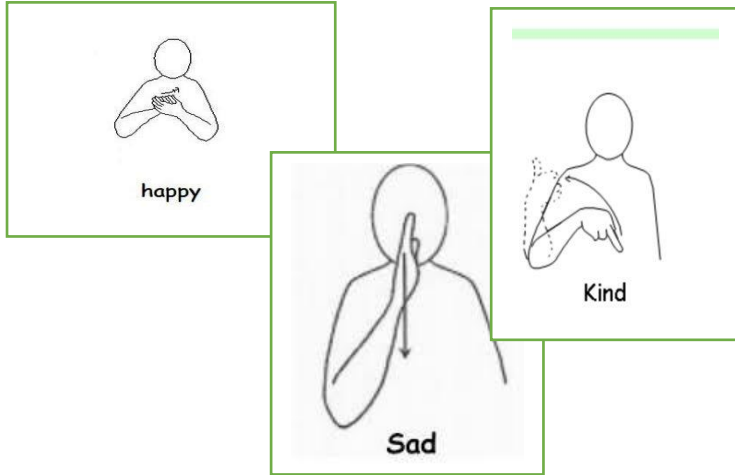
Examples:

- Laura can perceive a negative comment as a “big telling off.”
- Anna is naturally quiet and can seem like she is “no trouble”, she needs gentle questions to draw her out.
- James struggles to ask people to work in pairs with him. It helps him if you suggest people for him to work with and use other ways to pair children up.
- Joe finds circle time very difficult. It is easier for him if he is sitting near the front and has an opportunity to say something early on.

## Example template 2

### ALL ABOUT ME...

Describe yourself, for example:



### Prompts:

What do others like about you? / What do you need help with? / What are you good at? / What do you find difficult?

\*If described with words, record as exact as possible where appropriate.

\*Use C/YP preferred method, and add, i.e. symbols/ photos etc.

## ***IMPORTANT TO ME...***

***What to include:*** Things you like to do/ play/ read/ watch/ eat.

**Friends/ family/ pets**

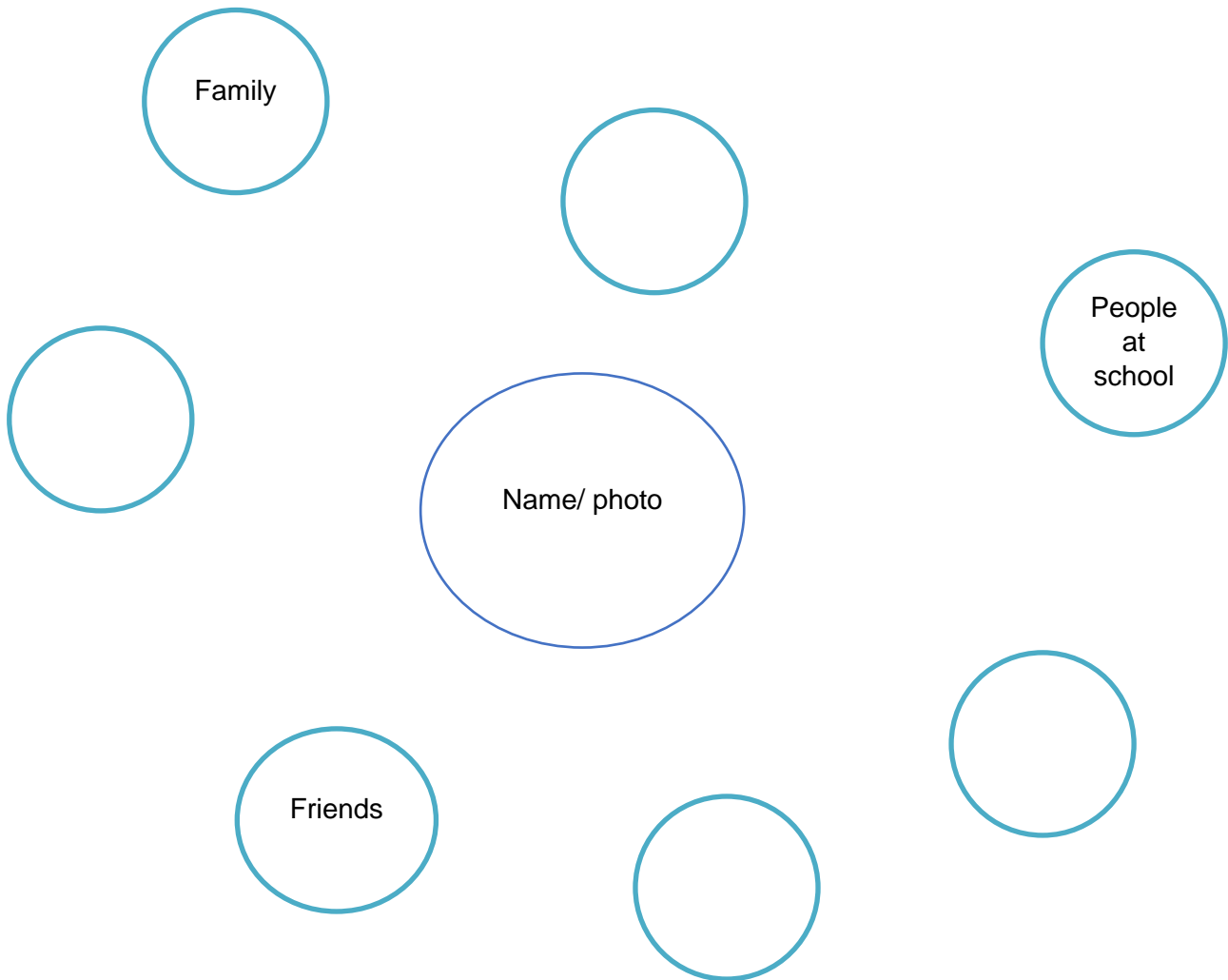
**How do you calm/ relax? Do you have special toy/ comforter?**

**\*Could add photos/ drawings of favourite characters/ pop stars/ toys etc.**

**Describe a good/ happy day**

**Describe a bad/ sad day**

***My World...***



**Prompts:**

\*Use names & relationship, eg, 'Nanny Sue' (maternal)

\*Draw strong (complete) line, or weak (broken/ dotted) line to link to C/YP circle.

## ***My hopes and dreams...***

Prompts: What would you like to be when you grow up? / Where do you want to live? / Where would you like to learn?/ study, etc.

\*Use the words of C/YP as much as possible & appropriate.

\*Add drawings/ photos etc. if needed/ possible

\*Add more/ take away stars as appropriate

