



REQUEST FOR SHORT TERM ADDITIONAL RESOURCE (STAR)

Professionals completing this form are requesting that the Local Authority SEND Commissioning Panel considers allocating resources to support a block of short term intervention to eliminate or significantly reduce a special educational need.

When a school submits a request for STAR, the decision about whether to agree the request is based on provision of information that clearly indicates the school has used the £6,000 notional SEND budget to provide SEND support and that through exceptional circumstances and/or a lack of progress the school is seeking to provide an enhanced Local Offer of provision for a time-limited period.

The form, and its supporting evidence, will be considered at a Panel meeting where professionals from Education, Health and Social Care will decide whether the presented learner's needs indicate that a time limited allocation of additional funds will likely have the desired impact.

It is **ESSENTIAL** that all evidence listed on the accompanying checklist is provided **AT THE SAME TIME** as the request form.

PLEASE NOTE THAT FOLLOWING THE PANEL MEETING, IF THE REQUEST IS DECLINED PAPERWORK WILL NOT BE HELD BY THE SEN TEAM. YOU ARE THEREFORE ADVISED TO KEEP YOUR OWN FULL COPY FOR FUTURE REFERENCE.

This is a checklist of the essential and additional information needed to accompany an application for short term additional resourcing (STAR). The Panel will not consider the application unless ALL the information listed below as essential is included. Where the box is grey, the evidence will be presented within the paperwork named at the top of the column. So, for example, the rationale for requesting STAR is included within the request form.

	Essential Evidence	Request form	Appendix
1	Completed request form, including parental consent (NB parental responsibility)		
2	Parent/Carer views of the needs of the child/young person and the progress they are making		SEN Support Plan
3	Pupils views of their needs; the support they feel helps them and what more they need		SEN Support Plan
4	Rationale for requesting STAR		

5	Attendance record for the past 12 months		
6	Provision map/SEN Support plan showing: <ul style="list-style-type: none"> • 2 cycles of APDR • The use of appropriate resources and equipment to access the curriculum • Class/subject teacher planning demonstrating differentiation suitable to need and QFT • advice/expertise from SENCO/specialist school based staff 		
7	Timetable of a typical week showing support provided and GROUP SIZE/Ratio		
8	Any relevant and recent reports available from external specialist support agencies involved eg Educational Psychologist, Speech and Language Therapy, Physiotherapy, OT, CYPS, ASD/Behaviour specialists, Communication/Literacy/EAL specialists, Sensory Support specialists, Portage, EY Inclusion Team etc		
9	For EY, involvement of an EY Inclusion Consultant		
10	Evidence of tracked progress/attainment over time and how this differs from others of the same age		
11	Reviews of SEN Support - must include intervention plans, evidence of progress, reports/minutes of a series of meetings held with family/learner. MUST include evidence of impact of interventions		
12	Evidence of Early Help/Hub referrals with summary of areas of concern, if these have taken place		
Additional Information (as applicable)			
13	SUMMARY of behaviour log with analysis; triggers, strategies employed and effectiveness of behaviour plan in place		
14	Individual Health Care Plan		
15	If at risk of exclusion, evidence of graduated response as described by Inclusion Team		
16	Relevant information relating to any identified Social Care needs		

Please ensure that all written documentation is submitted following information governance guidelines and is

- Signed, including designation
- Dated

- On headed paper if from an organisation, school, setting
Please ensure that parents/carers have received a copy of all information provided for panel, and that the application has been discussed with them, and signed to indicate informed consent.

NB Evidence in the body of an email will not be accepted, but reports can be submitted as attachments if compliant with bullet points above.

SECTION 1 Child/Young Person and Family Details			
Family Name		Forename	
Date of Birth		NC Year Group	
Educational Setting			
Date of admission		UPN	
Home Language		Gender	
Name of parents/carers currently living with child/young person		Telephone number	
Relationship to CYP		Contact Email address	
Home Address inc postcode			

Is the child/young person Looked After (LAC)	Yes/No
Is the child/young person a Child in Need or subject to a Child Protection Plan?	Yes/No
If yes to either, responsible local authority and named Social Worker	
Is there an EHA in place?	Yes/No
If yes, who is the lead professional?	

Attendance (percentage for current academic year)	
Comments	Eg comments about the attendance figure, factors impacting on attendance, impact on learning, measures that school has taken

	to improve attendance. For Early Years, please comment on overall attendance
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SECTION 2 Referrer Details	
Name	
Educational setting/School name	
Email address	
Role	

SECTION 3 Professionals Involved			
If you are using and submitting the County SEN Support Plan as part of your application, the inclusion of section 3 in full provides sufficient detail and there is no need to complete the box below. If not, please complete in full.			
Service	Name	Contact Details	Dates of involvement
Eg SEND Behaviour support service	Fiona Tarn	fiona.tarn@northumberland.gov.uk 01670 624802 SEND Support Services, South View, Ashington, NE63 0SF	
Paediatric Occupational Therapy	Susan Wright	susan.wright3@northumbria-healthcare.nhs.uk 01670 564059 Northumbria Healthcare NHS Foundation Trust Child Health, Woodhorn Lane, Ashington NE63 9JJ	

**SECTION 4
All About Me**

If you are using and submitting the County SEN Support Plan as part of your application, section 2 may be submitted as evidence for this. If not, please submit a One Page Profile which includes the following information/views:

- People like and admire me because....
- I enjoy....
- These things are important to me....
- These things are not working well....
- It would be better if....
- In the future I would like....

Examples of One Page Profiles can be found within the Graduated Approach Guidance, or on line. For EY, refer to the toolkit for an example
Please note that an adult can complete this on behalf of a child who is unable or unwilling to do so. It should be indicated on the profile when this has been the case.

**SECTION 5
Description of Needs (as recorded on SEN Register)**

PLEASE ONLY TICK ONE BOX FOR PRIMARY NEED. It is important that you decide this based on evidence/advice and that it is agreed by all involved, and that it matches what has been recorded on the school SEN register. All secondary needs that apply can be ticked.

Type of SEN	Categories	Primary Need	Secondary needs
Communication and Interaction	Speech Language and Communication (SLCN)		
	Autism Spectrum Disorder (ASD)		
Cognition and Learning	Specific Learning Difficulties (Dyslexia) (SpLD)		
	Moderate Learning Difficulties (MLD)		
	Severe Learning Difficulties (SLD)		
	Profound and Multiple Learning Difficulties (PMLD)		
Social Emotional and Mental Health	Social Emotional and Mental Health Difficulties		

Sensory and Physical	Hearing Impairment (HI)		
	Vision Impairment (VI)		
	Multisensory Impairment (deafblindness) (MSI)		
	Physical Disability (PD)		

Relevant background information:

- History of external service/professional involvement
- First concerns raised - what and when?
- Relevant family information
- Useful information referring to transition points, if relevant

Summarise your reasons for requesting STAR:

	Progress	Social Care circumstances	Health circumstances
Does your concern originate from a concern around:			

Please add further detail

- Why request STAR to support your implementation of the graduated approach?
- How will the intervention sit within your package of SEN Support?
- Who has recommended the intervention?
- What is the intended outcome?

SECTION 6

Evidence of a Graduated Approach

Please provide information about your previous/current/planned (as applicable) support plan for the learner. If you are using and submitting the County SEN Support Plan as part of your application, evidence of your interventions will be recorded in sections 6 and 7. Submission of these pages will be sufficient. For Early Years, you can submit Action Review Records from the toolkit. If you are not using either, please complete the tables below for to record all identified outcomes, etc from your SEN Support Plan. If you are completing boxes below, please copy and paste as many as required to show cycles of support.

CYCLE 1

Outcome/target:	E.g X will be able to identify and use rhyme involving CVC words with the same spelling patterns (eg log - dog, fan - can)
What has happened to help me to achieve this?	Short intensive 1:1 sessions building up skills and knowledge with time to practice and embed. Teaching staff to be encouraged to build into class based work where possible.
Who did it?/Who advised us about it?	Delivered by a Teaching Assistant as advised by a Literacy Support Specialist.
How often? (frequency and duration)	Twice each week for 20 minutes.
What resources were needed? (including costs)	(Only include here costs of what is additional to and different from what is provided for any other learner eg costs of photocopying/printing/enlarging should not be included as any learner would require worksheets to be printed, copied etc
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	X can now reliably rhyme CVC words with the same spelling patterns the majority of the time and is now showing further development of this through everyday use and practice. Intervention to continue moving on to rhyming longer words with different spelling patterns.

CYCLE 2

Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	
What resources were needed? (including costs)	
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	

SECTION 7
Child/Young Person's previous and current academic progress

It is essential that the Local Authority has information related to progress and attainment. Schools and settings use different tracking and monitoring mechanisms, all of which may be cited as appropriate in order to ensure that a summary of progress over time can be provided below:

Time frame	Subject or assessment measure	Age related expectation	Learner working at
Eg Summer 2016	KS 2 SATS English reading	Scale Score: 100	Score: ns (TA Y3 developing)
Summer 2017	School internal assessment English reading	Y7 expected	Y4 emerging
End Autumn 2017	School internal assessment English reading	Y8 emerging	Y4 emerging

SECTION 8
Information Sharing

In order to consider this request, the information on this form will need to be shared with other professionals who sit on the SEND Commissioning Panel. This includes:

- Health services
- Social Care services
- Educational and training providers
- Educational Psychologists

We will not provide the personal information to any other external organisation or individual unless it is lawful to do so, where sharing is covered by a data sharing agreement or Service Level Agreement (SLA), or where you have provided explicit consent to do so. Personal data will be held securely, then destroyed when the learner reaches their 33rd birthday. The Children's Services retention schedules and SEND Privacy Notice can be found on the Council's website.

In addition, we also record aspects of the data in order to help with monitoring and for service planning purposes.

By signing this referral form:

-you agree to the sharing of information

-you confirm that you have seen all the documents being submitted

Do you have parental responsibility? Yes No

If no, who does?.....

Name

Signature

Date

Learner consent

If the learner is over 16 years of age, and has mental capacity, they must also sign this themselves giving consent for the application

Name

Signature

Date

SECTION 9 Headteacher/Setting Leader Declaration

I confirm that I have checked that the essential evidence is all included with this application, and that the form is completed as appropriate. It is good practice to share any information written about learners with them/their parents/carers submitting to the Local Authority. I confirm that I have made best efforts to ensure that this has been done, and that they are aware of the purpose of the application.

Name

Signature

Date

Additional Guidance:

PLEASE NOTE - ALL PAPERWORK SHOULD BE SUBMITTED TO THE SEN TEAM IN ONE BUNDLE.

Options are:

1. **Securely** by post
2. Via Courier
3. **Securely** by email sen@northumberland.gov.uk

Date received by SEN Team: