**Note 1 – DO YOU THINK YOUR CHILD HAS MADE PROGRESS SINCE THE LAST REVIEW? WHAT ARE THEIR STRENGTHS?**

Academic progress

DIVINE has made good academic progress. We work extremely well with DIVINE’s Year 5 teacher, Miss A and have a strong working relationship and great communication. However, DIVINE’s academic progress has come about predominantly, over the last year, as a result of very high levels of support at home, from parents who have investigated and implemented methods of learning, which DIVINE has been able to understand and execute, and shared these methods with his teacher.

In addition, DIVINE is supported by two tutors outside of school, both of whom work in line with DIVINE’s school curriculum. I have shared this information with the school and provide copies of all his tutor work to the school to facilitate partnership to best serve DIVINE’s needs. Not only has this investment been worthwhile academically, but DIVINE has built up strong and different relationships with the tutors and we have seen a marked improvement in his self-esteem at home, though he is struggling to uphold this confidence in school.

His particular academic strengths are in numeracy, non-verbal reasoning and visual spatial short term memory.

Speech and Language progress

I regretfully note that DIVINE has only benefited from Speech and Language therapy for the last few weeks. DIVINE and I have attended reviews in 2013 and 2014 at PPP with the CAHMs Speech and Language Therapist, but no PPP staff or SENCo attended. I have seen no correspondence relating to the implementation of the S&L recommendations, or any planned programme content, to enable assessment as to the appropriateness of such in meeting DIVINE’s needs.

It is very obvious that DIVINE has made very little, if any, progress in this area since early in Year 3.

Social Communication and Interaction progress

DIVINE’s progress has been somewhat sporadic. Due to co-morbid diagnosis of Duplication Syndrome, shortly followed by Constitutional advanced growth and Gynaecomastia, and the associated onset of early puberty, DIVINE’s behaviour has obviously been affected. This has had an impact on his SC&I skills.

In addition, there have been repeated episodes of bullying, in particular from one pupil from Year 3 onwards. The school have always taken action and dealt robustly with these incidents, when reported, but nevertheless, this has caused an increase in DIVINE’s anxiety and stress levels and has contributed to lowering his self-esteem. Another contributing factor is that DIVINE is coached by staff and parents to go to an adult with an issue rather than retaliating and he has tried to follow this code. Unfortunately, staff in the playground may not be fully briefed on his needs (coupled with a different expectation of 10 year olds) and he has been met with a response of “Don’t tell tales” etc. Whilst this is totally understandable in a school of 500 children, it does confuse DIVINE and during these episodes, he has trouble sleeping, controlling his emotions and breaking out in eczema.

Socially, DIVINE remains on the periphery of the social groups and continues to have difficulty in building and sustaining relationships, particularly as he still struggles with understanding of social rules and conventions.

As a starting point, it would be of much use to refer to the attached document. DIVINE is currently suffering considerable detriment to his psychological wellbeing following a period of extreme anxiety and deep sadness. This came to light after a spate of altercations at school. I encouraged DIVINE to put down his thoughts on paper to help him clarify his feelings to himself, me and others, and he chose to do so in a slide show. The content is very profound.

Fine and Gross motor skills

DIVINE has had no support programme to improve his fine and gross motor skills since 2012, although it is identified in his statement. However, as his parents, we ensure that he participates in a number of school and outside activities such as football (for children with SEN), swimming lessons, sports club at Bishop Justus and theatre school, all of which are hopefully contributing to an improvement in his mobility and strength.

Concentration and Attention skills

DIVINE has poor concentration, difficulty remaining on task and is very easily distracted. At home with parents or tutors, there has been a marked improvement as, with 1 to 1 support he is provided with constant reminders and incentives to keep on task, including timers, praise and rewards, though it remains a very intense and time consuming job.

Of course, at school, this is a bigger issue. He cannot filter out background noise of voices or machines and gets very stressed when doing tests or work, because of this. Through positive parent/teacher discussion, it has been agreed that DIVINE will carry out tests on his own, outside the classroom in a quiet area and he has also been given access (just in the last few weeks) to SEN regulation extra time. In addition, his teacher has kindly provided access to a pc to carry out some of his literacy and comprehension work, the area in which he has most academic struggles in relation to his motor skills and hand writing.

**Note 2 – HAVE THERE BEEN ANY CHANGES IN CIRCUMSTANCES AT HOME OR SCHOOL THAT MAY HAVE HAD AN EFFECT ON YOUR CHILD?**

The transition to a new school year and new teacher will impact on DIVINE as he finds it difficult to process his emotions relating to change. In addition, of course, there is a marked increase of academic and behavioural expectation. DIVINE’s diagnosis of Constitutional advanced growth and Gynaecomastia (and the related onset of very early puberty), has also made these difficulties more prevalent.

In regard to Gynaecomastia, DIVINE has been referred to a consultant surgeon and will, in due course, undergo surgical procedure to remove his “breasts”. There are also confidence issues in this regard, naturally.

**Note 3 – PLEASE INDICATE ANY AREA FOR IMPROVEMENT OR TARGETS YOU THINK WOULD BENEFIT YOUR CHILD.**

Speech and Language Therapy targets

I would hope for an intensive programme going forward to facilitate maximum opportunities for DIVINE to progress. I would expect DIVINE to have developed the skills to express himself more clearly, without distress and with clearer defined language, with salient features and able to translate his feelings into words.

\*As a starting point, it would be of much use to refer to the attached document. DIVINE is currently suffering considerable detriment to his psychological wellbeing following a period of extreme anxiety and deep sadness. This came to light after a spate of altercations at school. I encouraged DIVINE to put down his thoughts on paper to help him clarify his feelings to himself, me and others, and he chose to do so in a slide show. The content is very profound.

I would expect DIVINE to talk more slowly so that he could be understood better.

In order to achieve a programme to this end (particularly given the absence of any previous S&LT), I would expect that DIVINE would receive 20 hours (minimum) of SALT in a term, to be carried out at 45 minutes per week, with a qualified SEN therapist and regular opportunities to share this information.

Social Communication and Interaction targets

In conversation, DIVINE still has difficulty showing that he is listening as he does not look at the speaker and will often turn his face away, although he usually can recall what has been said. DIVINE has poor awareness of his conversation partner, talks too loudly, interrupts and has impaired awareness of personal space. DIVINE will actively try to control topics or change them to suit his interest and will be difficult to engage or contribute if it is not a topic of interest to him. He assumes listener knowledge, therefore, making his explanations difficult to follow and gets frustrated when they do not understand. His explanations do not focus on the main or most salient features and he takes a long time to explain his meaning, causing frustration and confusion to others and himself. This remains a concern in his ability to form relationships and participate in group events and also holds him back significantly in demonstrating his good comprehension.

Socially, DIVINE still requires considerable support at unstructured times of the day in order to negotiate and participate in group activities. He can appear cross and irritated if things do not go the way he anticipated or understands.

An ongoing target of progress reports on the work he is undertaking in the relevant social groups and speech and language would maximise the opportunities for DIVINE and ensure cohesive work at school and at home.

In order to achieve this, I would expect that relevant definable and measurable targets are agreed with school/parents with a clear timeline added, in order to monitor progress. Agreed targets should be clearly attributed to school and home, for how long each time, how often and by whom. It would also encourage DIVINE to open up when he has worries or concerns, so that they can be addressed quickly to avoid unnecessary stress.

Fine and Gross motor skills targets

DIVINE has low tone and tires more quickly than his peers. He has no spatial awareness and bumps into others, misjudges force required when throwing or reaching. He has coordinating difficulties in his movements. He avoids writing and when doing so, becomes very distressed by small imperfections. He continues to struggle with buttons and laces (and we provide clothing to avoid this issue). DIVINE has real difficulty organising himself and planning tasks/problem solving.

I would anticipate a programme of occupational therapy designed to support an improvement in this area. Any exercises should be practised within school alongside those implemented to develop his self-help skills. At home, we will follow this programme and continue to work on issues such as dexterity with clothing and shoes and any recommended exercises.

Concentration and Attention skills targets

DIVINE continues trying to control the agenda/conversation and is sometimes obstructive to support offered by teaching assistants. This is a big concern that, he himself is limiting support that he really needs. Targets need to be discussed and agreed with school/parents to try and establish his reasons for resistance and resolutions to be worked on both at school and at home. It is essential that DIVINE has access to and uses this support.

Monitoring

DIVINE’s previous statement review was completed in September 2014. In line with that, a consultation should have been arranged with school and parents to establish short-term educational targets. Unfortunately, this did not take place, but we would anticipate that this review will form part of that necessary process.

Following the assessment and review we would expect to see:

* Evidence of consultation with relevant professionals and how results and recommendations are disseminated
* School planning demonstrating how recommendations are implemented
* Provision map, reflecting how needs are addressed
* Evidence of how teaching and interventions are monitored and evaluated including pre and post data
* Evidence of progress including work samples from across the curriculum
* Evidence of staff training where appropriate

**Note 4 – GENERAL COMMENTS**

We have been very happy with the support provided to DIVINE at ABC school, particularly in relation to his teachers and the general ethos of the school in regard to SEN provision. Until recently, DIVINE enjoyed his school life and will, we are sure, take away many unforgettable good memories when he makes the transition to secondary school.

As parents, our aim is to ensure that DIVINE continues to receive the right support as he moves into Year 7 and onwards. This will give DIVINE the best opportunity to succeed in life and become a valuable, contributing member of society.