

**REQUEST FOR SPECIALIST ICT ASSESSMENT**

Please complete all areas, if not relevant please draw a line through that box.

|  |  |
| --- | --- |
| **NAME**  **Male/ Female** |  |
| **Date of birth:** |  |
| **School:** |  |
| **School Yr:** |  |
| **Level of support:**  Statement / School Action +  LSA support  SEN teacher  Outreach Service/s |  |
| **Is this Student known to other services?**  **Is ‘yes’ please state…………** |  |
| **Is this student a Redbridge student?** |  |
| **Parents details (please complete all details)**  Name  Address  Telephone number  Email |  |
| **Parental Permission obtained:**  **Date**  **Signature:** |  |

Name of person referring:

Role:

I have read the SERC Process listed at the end of the form and I am happy to agree to this process.

Signed: Date:

|  |
| --- |
| **Pupil’s Needs** Please outline pupil’s needs |
|  |

|  |  |
| --- | --- |
| **Pupil’s levels**  Please annotate pupil’s levels  **Maths**  **English**  **Science** | **Physical needs** |
| **Speech and communication needs** | **Medical needs** |

**Please attach a copy of the Student's current I.E.P to the referral form.**

**Ensure key targets you are working upon being clearly stated**

|  |
| --- |
| **Other relevant information** |
| **What is the key focus for the Assessment?**  Physical access for recording Differentiation Communication |

**Equality Information** Please tick

**Age Group**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 5 yrs | 6-11 yrs | 12- 16 yrs | 16 + yrs |

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Asian-  Bangladeshi | Black-  African | Chinese | Mixed:  Other | Any other ethnic group;  Middle Eastern, North African, South American, Japanese, Arab |
| Asian-  Indian | Black-  British | Gyspy  Romany  Irish traveller | White: British |  |
| Asian-  Pakistani | Black-  Caribbean | Mixed:  Asian & White | White: Irish |  |
| Asian-  Other | Black-  Other | Mixed:  Black Caribbean &  White | White: Other  E.g. French, Polish,  Turkish, Bosnian, Australian, South African |  |

**Religion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Buddhist | Hindu | Muslim | No religious belief | Other e.g.  Agnostic  Bah’ai  Humanist  Jain |
| Christian | Jewish | Sikh | Prefer not to say |  |

**Please return to;**

**Admin, S.E.R.C., Newbridge School (Barley Lane Campus), 258 Barley Lane, Goodmayes, Ilford, Essex, IG3 8XS**

**or email to:** [**admin.serc@astrum-mat.org**](mailto:admin.serc@astrum-mat.org)

**Clarification of the SERC Process:**

Check the SERC Criteria (available to download from the front page of the website) and ensure your pupil meets the SERC criteria. If you are unsure, please contact us at SERC.

Referral from School

Ensure the Student is a Redbridge resident.

Ensure you have WiFi in your school –ideally in class, but certainly in key areas to allow for app’s etc to be downloaded.

SERC (Admin) will confirm our receipt of your referral and this will be added to our waiting list.

Students generally are seen in order of referral, however occasionally students who are very sick, excluded from school due to physical/medical/communication needs may be given priority.

We strive to recommend as many free app's/pieces of software as possible, however sometimes a Student will require either Software or App's to be purchased by the school. By requesting a SERC assessment, School is committing to agreeing to purchase the app's/software recommended (these are kept to a minimum).

SERC will apply to the LEA for funding for hardware e.g. iPad/laptop, and can provide free ongoing training and support.

Appointment

When the time for Assessment is reached, the teacher doing the assessment will contact School to make arrangements for the visit via email or phone.

When agreeing a time/date, please consider at the Assessment visit it will be helpful for

* SENCO/Lead SEN professional to be present for initial discussion to agree focus of the assessment
* LSA or person used to working with the student to be present during the assessment.
* SERC member of staff will need a room/area that is distraction free and has access to power to work in

Assessment process

An Assessment teacher will bring all the equipment required.

Upon arrival the Teacher will want to clarify why the request was made to SERC and major needs you are trying to support linked to I.E.P

The teacher will then want to try a range of activities/equipment with the student. It is helpful if a staff member knowing the Student can feedback whether they are responding normally etc.

At the end of the Assessment, the Teacher will happily give brief feedback as regards to Student's responses, any recommendations that will be made in terms of hardware e.g. iPad, laptop, tablet etc and software or app's.

If the School are happy with proceeding with SERC recommendations, the Assessment teacher will;

* Provide a report to School/ Parents/Other professionals
* Apply to LEA for funding
* Should an iPad be recommended a list of free/purchased app's will be recommended.

Equipment provision / monitoring/ training

**If a Student is suitable for equipment and should funding be approved, SERC will;**

* order and set up/security mark the equipment
* Contact the School to arrange delivery and training date

SERC will contact School

* after 3 months if an iPad is given to assess its effectiveness and how well it is being used to support the student's needs.
* Each year a member of SERC team will contact School to reassess the needs of the student, provide next steps forward etc

SERC can provide ongoing Technical Support and free training at School's request.

**If a Student is not suitable for equipment we may;**

* Loan a piece of equipment to trial
* Provide recycled equipment if we have any in stock
* Re-visit after an agreed period of time ( this tends to be if a child is very young and not ready)