SENCO or SEND caseworker

Sam Reid, 16

Given by Sam on _____ · Review by _____ · Record THREAD-7K2M-QD4A

This sheet holds only what this role needs. A line whose review date has passed is out of date: check before acting on it.

In an emergency

Clinical lines here are read from the GP record when the code is scanned. Thread holds no copy.

ITEM	DETAIL	SOURCE	REVIEW BY
Emergency contacts	Sara Reid (mum) 07700 900123. Dev Reid (dad) 07700 900456. Call Sara first.	Sam wrote this	

About me, in my words

The seven headings of the PRSB About Me standard. Written once by Sam; the same text can go to the shared care record, the school plan and an EHC plan's Section A.

ITEM	DETAIL	SOURCE	REVIEW BY
What is most important to me	Getting back on my bike one day, and back to rugby before that. Being treated as me, not as the accident. My A-levels.	Sam wrote this, 28 Sep	
People who are important to me	Mum and Dad. My friend Priya. My rugby coach, Mr Danso, who has visited every week. My grandad, who I ring on Sundays.	Sam wrote this, 28 Sep	
How I communicate and how to communicate with me	Tell me what you are about to do before you do it. If I go quiet I am not being rude, I am overwhelmed; give me a minute. Text before you ring.	Sam wrote this, 28 Sep	
Please do and please do not	Please do let me sit away from the window onto the road. Please do let Priya stay. Please do not take my arm to help me without asking. Please do not ask me to tell it again.	Sam wrote this, 28 Sep	
How and when to support me	Traffic noise close to me, being driven fast or braking hard, and crossing at junctions are hard. Walk on the road side of me. Warn me before you brake. If you need to know what happened, read what I wrote.	Sam wrote this, 28 Sep	
Also worth knowing about me	Close friends know. I am happy for classmates to know about the accident and the crutches, but not about the anxiety or CAMHS. Staff do not discuss it with students.	Sam wrote this, 3 Nov	

School

The education plan, wherever Sam is taught: a school, alternative provision, a hospital school, a tutor, at home. Today it lives with whoever holds the roll; from 2029 in the digital Individual Support Plan.

ITEM	DETAIL	SOURCE	REVIEW BY
Return to school	Half days until 30 Oct, then full days with a rest break each morning in the sixth-form study room. Leave lessons five minutes early to miss the corridors. Lift pass. Laptop instead of handwriting while the wrist recovers.	Confirmed: Ms Khalil and Sam	31 Oct 2026

ITEM	DETAIL	SOURCE	REVIEW BY
Safe adult at school	Ms Khalil (safeguarding lead). If she is out, Mr Grant. Sam can leave any lesson to find them.	Confirmed: Ms Khalil	
Exams and work	A-level mocks in January. Access arrangements requested: a laptop and rest breaks.	Confirmed: School	

People around me

ITEM	DETAIL	SOURCE	REVIEW BY
Who is involved	Ms Adeyemi, consultant orthopaedic surgeon. Dr Lawal, GP. Hannah Price, physiotherapist. CAMHS, first appointment 18 Nov. Ms Khalil, school safeguarding lead. Marcus Bell, hospital youth worker. Road-crash family support service, reference RS-26-0417.	Confirmed: Shared care record	

Situations for your role

Back in school MEDIUM

Full days with a morning rest break, leave lessons early, lift pass, laptop. Safe adult is Ms Khalil. Sam decides what classmates are told.

Anxious, panicky or overwhelmed MEDIUM

Away from the window onto the road. Say what you will do before you do it. Priya can stay. Do not ask about the accident.

Starts somewhere new MEDIUM

Read this before the first day. Skip the “tell me about yourself” meeting; Sam has already written it. Ask Sam what the new staff should be told and what they should not. Check who else is involved before adding anyone.

Asked what happened LOW

Sam has written it once. Read it if Sam has shared it with you. Do not ask Sam to repeat it.

Sam has written an account of what happened and chosen who can read it. It is not on this sheet, and you do not need to ask.

I have read this sheet. Name: _____ Role: _____ Date: _____