



Elm Tree Primary School – Holistic Outreach Service

SEND Clinic Referral Form

The Child			
School Name:	Referring professional:		
Child's First Name:	Family Name:		
DOB:	UPN:	Date on role:	
Year Group:	Male	Female	

Strengths
<p>Cognition and Learning:</p> <p>Communication and Interaction:</p> <p>Social, Emotional and Mental Health:</p> <p>Physical and sensory:</p> <p>Independence and self-help:</p> <p>Other:</p>

Current Difficulties / Challenges (Please refer to Appendix A)
<p>Other:</p>

<p>I confirm that I agree to the terms of the referral process and agree that relevant data can be shared with professionals working at Elm Tree Community Primary School and, in addition:</p> <ul style="list-style-type: none">• Professionals at IDSS (Educational Psychologists, SENDOs and SEN Officers).• CAMHS (if they are working with the child).• Any other professionals involved in supporting the child.

Print name of person completing this form:
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Position in school:

Parent/carer signature:	Date:
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Head Teacher's / SENCO signature:	Date:
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To be returned to:

Keeley Wainwright
Elm Tree Community Primary School, Elmers Wood Road, Tanhouse,
Skelmersdale, Lancashire, WN8 6SA
(01695) 50924
Outreach@elmtree.lancs.sch.uk

Appendix A

Emotional –

- Emotional well-being: secure, stable, anxious, intolerant? (usually emanating from home, but could be disaffection with school if child has felt unsuccessful in the classroom)
- Emotional intelligence? Does this child know what he/she is feeling, why, or how to control it?
- Attachment: Is this child able to form positive attachments with adults both at home and at school.
- Self-esteem: as a learner, as a friend, as a child liked by adults and pupils?
- Self-image: poor, dysfunctional, unrealistic, egocentric, arrogant (all of these may however be symptoms of low self-esteem)?
- Empathy: consideration for others, sympathetic, remorseful?
- Conscience: has this child developed a conscience, follows rules, wants to please, understands right from wrong?
- Trust: Does this child trust adults to advise and support him/her? Or does this child need to have control?

Social –

- Has this child developed appropriate social skills? Does he/she need to be directly taught these skills?
- Can he/she develop reciprocal relationships with peers?
- Can he/she develop trusting relationships with adults?
- Can he/she trust adults enough to relax and enjoy social interactions?

Behavioural –

- Does this child comply with teacher requests?
- Does this child demand adult attention in negative ways?
- Does this child demand peer group attention through disruptive behaviour?
- Does this child lose control?

Communication –

- Can the child communicate their wants/needs?
- Can the child make choices independently of adults?
- Does the child require communication tools and resource to facilitate communication?

Environmental –

- Some children may be hungry, tired, poorly clothed, withdrawn or exhibit a sudden behaviour change.