

**Oswaldtwistle School**

**Intervention Referral Form**

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| **Intervention Contact Details** | | |
|  | **Role** | **Email and telephone number** |
| **School** | **Reception** | **adminoss@oswaldtwistle.org 01254 231553** |
| **Amanda Corns** | **DSL/Admissions Lead** | **Amanda.corns@oswaldtwistle.org ext no 206** |
| **Stacey Gregory** | **SENCO** | **stacey.gregory@oswaldtwistle.org ext no 420** |
| **Anona Summerscales** | **Medical Unit Coordinator** | **anona.summerscales@oswaldtwistle.org 07970765531** |
| **Gemma Cook** | **Outreach** | **Gemma.cook@oswaldtwistel.org ext no 420** |

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| **Pupil Name** | **Preferred Name** | **Gender** | **DOB** | **Year Group** | **Date of referral** |
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| **Pupil ULN** |  | | **Pupil UPN** |  | |

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| **Type of referral** |

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| **Key Stage 3 - 6 weeks** |  | **Key Stage 4 - 6 weeks** |  |
| **SEN Intervention** |  | **Long Term Year 11 Intervention** |  |
| **Medical Awaken** |  | **Outreach Intervention** |  |

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| **School contact details** | |
| **Name of referring school** |  |
| **Staff name / telephone number / email address** |  |

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| **Parent/Carer contact details** | |
| **Contact 1**  **Name and relationship**  **Contact number, Address, Email address** |  |
| **Contact 2**  **Name and relationship**  **Contact number, Address, Email address** |  |

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| **Pupil Information** | | | | | |
| **% attendance for the**  **academic year** |  | | | | |
| **Pupil Premium** | **Yes** | **No** | **FSM** | **Yes** | **No** |
| **Medical /dietary needs** | **Yes** | **No** | **Details** |  |  |
| **Consent for photographs** | **Yes** | **No** |  | | |
| **Outside agencies involved**  **with the pupil:** | **Yes** | **No** | **Details:** | | |
| **Risk Assessments**  **undertaken** | **Yes** | **No** | **Details** | | |
| **Will your pupil be able to access your school’s on-line learning?** | | | | **Yes** | **No** |

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| **Academic Information** | | | | | | |
| **For KS3**  **pupils** | **Working**  **below**  **expected KS3 level** | **Working**  **towards**  **expected KS3 level** | **Working on or above expected KS3 level** | **For KS4 pupils** | **Target**  **grade** | **Current grade** |
| **English** |  |  |  | **English** |  |  |
| **Math’s** |  |  |  | **Math’s** |  |  |
| **Science** |  |  |  | **Science** |  |  |
| **Humanities** |  |  |  | **Humanities** |  |  |
| **PD** |  |  |  | **PD** |  |  |
| **PE** |  |  |  | **Option 1** |  |  |
| **Technology** |  |  |  | **Option 2** |  |  |
| **Art** |  |  |  | **Option 3** |  |  |

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| **Data Type** | **Grade** | | | | |
|  | **Verbal** | **Non-Verbal** | **Quantitative** | **Spatial** | **Mean** |
| CAT |  |  |  |  |  |
| KS2 (Eng./Maths) |  | | | | |
| Reading Age |  | | | | |
| Spelling Age |  | | | | |
| BKSB |  | | | | |

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| **Behaviour Checklist** | | | | | | | |
| **Activity** | **Used** | **Not used** | **Effectiveness score**  **1=little or no impact 5=some impact** | | | | |
| **Daily report to senior teacher** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Seating plan in class** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Time-out cards** |  |  | **1** | **2** | **3** | **4** | **5** |
| **In-school respite area** |  |  | **1** | **2** | **3** | **4** | **5** |
| **1-1 in school TA support** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Adjustments to timetable** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Alternative subject setting** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Meeting with parents/carers** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Staff mentoring** |  |  | **1** | **2** | **3** | **4** | **5** |
| **In class monitoring by SENCO** |  |  | **1** | **2** | **3** | **4** | **5** |
| **After school detentions/catch up sessions** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Time-on- Task observations** |  |  | **1** | **2** | **3** | **4** | **5** |
| **Fixed term exclusions** |  |  | **1** | **2** | **3** | **4** | **5** |

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| **Reasons for the Referral** |
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| **SEND Information** | | | |
| **Is there an EHCP in place?** | | **Yes** | **No** |
| **Is this referral part of a Graduated Response?** | | **Yes** | **No** |
| **Is there an EP report for this pupil?** | | **Yes** | **No** |
| **Are there any Access Arrangements?** Please share any that are currently in place. | | **Yes** | **No** |
| **Additional Information** |  | | |

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| **Risk Assessments** |
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| **9. Emotional Literacy Baseline Assessment** |
| **At Oswaldtwistle School we support Intervention pupils using the Emotional Literacy Programme.**  **To help us target key areas both for intervention and to evidence progress, please complete the baseline assessment for the pupil you are referring to us. At induction, your pupil and their parent/carer will also complete baseline assessments.**  **Progress will be mapped against the baseline assessment and as part of the feedback we will provide to you and your pupil’s parents/carers, you will receive feedback on the progress made in each of these areas.**  **A sheet containing definitions for Emotional Literacy is below.**  **Please indicate your assessment with an R, A or G in each of the boxes.**  **R=major concern, A=some concern, G=no concern.** |

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| **Self- awareness** | **Self- regulation** | **Motivation** | **Empathy** | **Social skills** |
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| **ACEs** | **()** | |  | **Risk Behaviours** | | | | **()** | |
| Sexual Abuse |  | |  | CSE (at risk of/involved in) | | | |  | |
| Physical Abuse |  | |  | CCE (at risk of/involved in) | | | |  | |
| Emotional Abuse |  | |  | County lines (at risk of/involved in) | | | |  | |
| Neglect |  | |  | Fire Setting | | | |  | |
| Medical trauma |  | |  | Substance Use | | | |  | |
| Natural or Manmade Disaster |  | |  | Drug dealing | | | |  | |
| Witness to Family Violence |  | |  | Oppositional | | | |  | |
| Witness to Community/School Violence |  | |  | Overly sexualised behaviour | | | |  | |
| Victim/Witness to Criminal Activity |  | |  | Racism | | | |  | |
| War/Terrorism Affected |  | |  | Sexism | | | |  | |
| Disruption in Caregiving/Attachment losses |  | |  | Carrying of or use of weapons | | | |  | |
| Parent Criminal Behaviour |  | |  | Theft | | | |  | |
|  |  |  |  | Non-violent vandalism | | | |  | |
| **Stress Response** |  | |  | Anxiety/Depression | | | |  | |
| Late Arrival |  | |  | Self-Harm | | | |  | |
| Early Arrival |  | |  | Anger (Lack of Self-Control) | | | |  | |
| Often Dysregulated on Arrival |  | |  | Bullies or Is Bullied (specify): | | |  | | |
| Hungry |  | |  |  | | | |  |  |
| Tired |  | |  | **Ambivalent Attachment (On/Off)** | | | | **()** | |
| Inappropriate Clothing |  | |  | Often anxious/overly dependent on staff | | | |  | |
| Complaining of Illness |  | |  | Acts helpless/stuck without adult support | | | |  | |
| Poor Personal Hygiene |  | |  | Unable to work independently | | | |  | |
| **Hyperarousal** | **()** | |  | Needs constant reassurance | | | |  | |
| Overactive Responses |  | |  | Easily distracted | | | |  | |
| Defensive Talk |  | |  | Continually looking for teacher | | | |  | |
| Verbal Outbursts |  | |  | Easily upset if loses the teacher’s attention | | | |  | |
| Physical Outbursts |  | |  | Engages in strategies to avoid work | | | |  | |
| Violence Towards Students |  | |  | Verbal skills more advanced than written | | | |  | |
| Violence Towards Adults |  | |  | **Avoidant Attachment (Off)** | | | | **()** | |
| Exiting |  | |  | Denies support and help from staff | | | |  | |
| Running Away |  | |  | Doesn’t want staff standing in close proximity | | | |  | |
| Hiding |  | |  | Apparent indifference to anxiety in new situation | | | |  | |
| Refusal |  | |  | May refuse to work with a TA | | | |  | |
| **Hypo-Arousal** | **()** | |  | Wants to do tasks independently | | | |  | |
| Day Dreaming |  | |  | Frustrated/destroys work rather than ask for help | | | |  | |
| Rocking |  | |  | Limited use of verbal communication | | | |  | |
| Making Odd Sounds |  | |  | Limited creativity | | | |  | |
| Using a Different Voice |  | |  | Reacts badly to direct verbal praise | | | |  | |
| Taking on a Different Persona |  | |  | **Disorganised Attachment** | | | | **()** | |
| Being Floppy |  | |  | Changes rapidly - very agitated to switched off | | | |  | |
| Not Being *with it* |  | |  | Gets very frustrated –bang their heads / punch | | | |  | |
| Risk Taking |  | |  | Runs around uncontrollably | | | |  | |
| Unable to Stand |  | |  | Runs out of class unexpectedly | | | |  | |
| Collapsing |  | |  | Explodes into temper for no apparent reason | | | |  | |
|  |  |  |  | Can be very abusive to teacher or other children | | | |  | |

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| **Information** | **Tick ()** |
| Early Winter birth (Sept-Nov) |  |
| Late summer birth (Jun-Aug) |  |
| Young carer |  |
| Early help |  |
| Child in need |  |
| Child protection |  |
| Cared for child and which LA |  |
| Team Around the child |  |
| CYJS |  |
| Any other agencies involved and  contact: |  |
|
| CAF (current or historic) |  |
| FSM |  |
| PP |  |
| BME |  |
| EAL |  |
| EHCP |  |
| Specific learning difficulties  (SPLD) |  |
|
| Moderate learning difficulty  (MLD) |  |
|
| Severe learning difficulty (SLD) |  |
| Profound and multiple learning difficulty (PMLD) |  |
| Speech, language and communication needs (SLCN) |  |
| Social, emotional and mental health (SEMH) |  |
| Autistic spectrum disorder (ASD) |  |
| ADHD |  |
| Visual impairment (VI) |  |
| Hearing impairment (HI) |  |
| Multisensory impairment (MSI) |  |
| Physical disability (PD) |  |
| ‘SEN support’ but no specialist assessment of type of need (NSA) |  |

Notes: