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| O:\Headteacher's Documents\website\The Oswaldwistle School - Logo 5.jpg |  | Description: C:\Users\akyle\AppData\Local\Temp\Temp1_Ofsted good provider logo and guidelines_0 (1).zip\Good\JPEG\Ofsted_Good_GP_Colour.jpg |

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| **Oswaldtwistle School Short Term contact details** | | |
|  | **Role** | **Email and telephone number** |
| **School** | **Reception** | [**adminoss@oswaldtwistle.org**](mailto:admin.oss@oswaldtwistle.org)  **01254 231553** |
| **Amanda Corns** | **DSL/Admission Lead** | [**amanda.corns@oswaldtwistle.org**](mailto:amanda.corns@oswaldtwistle.org)  **ext no 206** |
| **Kath Watkinson** | **Short Term Intervention** | **kath.watkinson@oswaldtwistle.org** |

**Confidential**

**Short Term Intervention Information Request**

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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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|  | **Information checklist** | **Yes** | **No** | **N/A** |
| **1** | **School contact details** |  |  |  |
| **2** | **Parent/carer contact details** |  |  |  |
| **3** | **Pupil information** |  |  |  |
| **4** | **Academic information** |  |  |  |
| **5** | **Behaviour checklist** |  |  |  |
| **6** | **Reasons for the referral** |  |  |  |
| **7** | **SEND involvement (please attach details if Yes)** |  |  |  |
| **8** | **Risk Assessments (please attach if Yes)** |  |  |  |
| **9** | **Emotional Literacy checklist (school)** |  |  |  |
| **10** | **CP concerns (If Yes, please contact our DSL Amanda Corns)** |  |  |  |

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| 1. **School contact details** | |
| **Name of referring school** |  |
| **Staff name / telephone number / email address** |  |

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| 1. **Parent/Carer contact details** | |
| **Contact 1**  **Name and relationship**  **Telephone number and email address** |  |
| **Contact 2**  **Name and relationship**  **Telephone number and email address** |  |

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| 1. **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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| 1. **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** |  |  |
| **Maths** |  |  |  | **Maths** |  |  |
| **Science** |  |  |  | **Science** |  |  |
| **Humanities** |  |  |  | **Humanities** |  |  |
| **PD** |  |  |  | **PD** |  |  |
| **PE** |  |  |  | **Option 1** |  |  |
| **Technology** |  |  |  | **Option 2** |  |  |
| **Art** |  |  |  | **Option 3** |  |  |
| **Other** |  |  |  | **Other** |  |  |

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| 1. **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. **in-class 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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| **6. Reasons for the Referral** |
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| **7. SEND Information** |
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| **8. Risk Assessments** |
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| **9. Emotional Literacy Baseline Assessment** |
| **At Oswaldtwistle School we support Short Term 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.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Self- awareness** | **Self- regulation** | **Motivation** | **Empathy** | **Social skills** | |  |  |  |  |  | |

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| **What is ‘Emotional Literacy?’** | |
| **Self- awareness** | **This is when you can identify your own patterns of behaviour and motives. You will also know when your actions and behaviour have had an impact on others; for better or for worse. You will recognise your triggers and your strengths.** |
| **Self-regulation** | **This means that you will know how to control your impulses. You will think before you act and consider the consequences of your actions. You will know how to manage conflict and cope with difficult situations.** |
| **Motivation** | **This is when you know you want to succeed at something. You will probably be able to set your own goals and work towards achieving them.** |
| **Empathy** | **This means that you will have an understanding of where someone is coming from. This will help you to be compassionate about what they are going through. It will also help you not to judge others too quickly.** |
| **Social Skills** | **This is where you are good at working as part of a team. You are aware of others in the group and their needs as well as your own, especially when you’re talking with them or in a conflict resolution situation. You will use ‘active listening.’ This may mean making eye contact, listening as well as talking and having open body language.** |

**Oswaldtwistle School, Union Road, Oswaldtwistle, Accrington BB5 3DA**

**https://www.oswaldtwistle.org**