



The Heights Alternative Provision Referral Form

All sections must be completed before the application is processed.

Failure to do so will slow down the referral.

It is important that all documents (including the **Boxall Profile**) are completed.

Details of Young Person	
First Name (s)	Gender Male/Female
Surname	
Ethnicity	
First Language	
Religion	
Referral date	
UPN	
ULN	
Date of birth	
Year group	
Free school meals	Yes/No (Please delete as appropriate)
Full home address including postcode	
Telephone Number	
Mobile Number	
Work Number	
Parent/Carer email address	

Parent/Carer details			
	1 st Contact	2 nd Contact	3 rd Contact
First Name			
Surname			
Relationship to pupil			
Telephone Number			
Address if different to pupil			



Referring School			
Name of school			
School contact	Safeguarding	Behaviour	Attendance
Name			
Position			
Telephone Number			
Email			
Exclusions	Yes/No		
Attendance %			
Number of days			
Authorised Absence %			
Number of occasions			
Unauthorised Absence			
Please give details of any EWO input			

Type of referral
Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6 <input type="checkbox"/> Year 7 <input type="checkbox"/> Year 8 <input type="checkbox"/> Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/>
Reason for referral (please provide as much details as possible)
Has the pupil attended any other Alternative Provision? Yes/No Eg: Hendon Brook/Coal Clough Academy/The Heights, Blackburn If yes, please give details (incl dates of attendance, fixed term exclusions etc):
Home situation (if relevant please explain)
Is the pupil subject to a Child Protection Plan? Yes/No If Yes, please give details.
Is the pupil a looked after child? Yes/No If Yes, please give details.

Name of Social Worker			
Telephone Number			
Local Authority			
<p>Is the young person a CIN? Yes/ NO</p> <p>Does the young person have a CAF? Yes/No</p> <p>If Yes, please give details below.</p>			
Name of lead professional			
Organisation			
Contact Details			
Agencies Involved			
	✓	Date of involvement	Named contact and telephone number
No agency involvement			
ELCAS			
Children services and social care			
Midwife/consultant			
Complex Needs Team			
Education Psychologist			
YOT			
Engage			
Lifeline			
Young Carers			
NSPCC			
Other			
Give Relevant details of any current involvement of the above.			

Academic

End of Key stage attainment:
EYFS (GLD)

Key stage 1/2	Reading Writing Maths Science
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Key stage 3	Reading Writing Maths Science
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Key stage 4 current attainment	English Maths Science
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Reading Age

Spelling Age

CAT scores

Examination entries:

Please indicate if any of the following apply (delete those that do not apply)

EHCP/Additional Support in or out of class.

Does the pupil display any difficulties listed below?

Main Needs	Secondary Needs
Speech and language Yes/No	
Dyslexia Yes/No	
Dyspraxia Yes/No	
ASD Yes/No	
ADHD Yes/No	
Other Please give details of diagnosis and applied strategies.	

If the student has a statement or EHCP, please provide the date of the meeting when this will be discussed with the SEN Officer:

Do parents have any concerns regarding any SEND issues? Yes/No

If yes, please give details:

Medical Information

Does the young person have any health issues that we need to be aware of? Yes/No

If yes, please give details:

Is the young person currently taking any medication? Yes/No

If yes, please give details:

Does the young person suffer from any allergies? Yes/No

If yes, please give details:

General Information

Young person's interests and hobbies

Please give details:

Courses interested in (Please tick)

Hair and Beauty

Sport and Leisure

Construction

Catering

Have the young person's parents/carers been contacted and are they in agreement with this referral?

Yes/No

Does the young person agree with the referral?

Yes/No

Comments

What are the intended outcomes of the placement? How will we know if the placement has been successful?

Additional Documentation

1. Copy of attendance record
2. Up to date curriculum information (including coursework)
3. Exclusion history with reasons
4. Copies of EP reports, medical reports and information from other agencies.
5. Copy of EHCP if appropriate
6. Copy of TAF plans and contact details of lead professional

PROVIDER	THE HEIGHTS BURNLEY
REFERRING SCHOOL	
SIGNED: Susannah Berry Head teacher The Heights, Burnley	Susannah Berry
SIGNED Name Position	
DATE	

Section I

DEVELOPMENTAL STRANDS

Enter scores for Section I items in the appropriate column of Section I histogram

Score each item in turn according to the key:

- 4 Yes, or usually
- 3 Often
- 2 To some extent
- 1 Not really, or virtually never
- 0 Does not arise, not relevant, or cannot be assessed

		Score	column
1	Listens with interest when an adult explains something to the group		A
2	Takes appropriate care of something s/he has made or work s/he has done <i>(investment of feeling in his/her achievement is implied along with self esteem)</i>		F
3	Appreciates a joke or is amused by an incongruous statement or situation <i>(disregard lack of appreciation of a joke which is at his/her expense or amusement that is clearly inappropriate)</i>		D
4	Is able to bring to a close an enjoyable activity when the adult, with adequate warning, makes a general request to the group <i>(score 2 if a personal and specific request is needed)</i>		G
5	Makes and accepts normal physical contact with others <i>(e.g. in drama, dance, PE, group games)</i>		H
6	Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support <i>(disregard repetitive activity which does not progress)</i>		A
7	Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed <i>(e.g. unexpected visitors, supply teacher)</i>		H
8	Makes an appropriate verbal request to another young person who is in his/her way or has something s/he needs		H
9	Complies with specific verbal prohibitions on his/her personal use of equipment <i>(score 2 if s/he complies but often protests or sulks)</i>		G
10	Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity <i>(e.g. during PE, drama, Circle Time or a group game)</i>		J
11	Accommodating to other young people when they show friendly and constructive interest in joining his/her activity of group		H
12	Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her <i>(e.g. to get out his/her book, clear away)</i>		A
13	Works alongside another young person who is independently occupied, without interfering or causing disturbance		G
14	Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations		B
15	Of his/her own accord, returns to and completes a satisfying activity that has been interrupted <i>(e.g. finishes a painting or carries on with a project later in the day or the following day)</i>		C
16	Is adequately competent and self-reliant in managing basic personal needs <i>(e.g. hygiene issues, changing for PE)</i>		A

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17	In freely developing activities involving other young people s/he constructively adapts to their ideas and suggestions		I
18	Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming <i>(disregard occasional negativism)</i>		F
19	Accepts disappointments		J
20	Participates in adult led group activities <i>(e.g. group discussion, group performance)</i>		A
21	Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience; does not intrude unduly; does not take over		B
22	Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help		I
23	Recalls information of relevance to something s/he reads or hears about and makes a constructive link		C
24	Makes constructive and reciprocal friendships which provide companionship <i>(score 3 if the friendship is with one young person only score 2 if no friendship lasts longer than a week score 1 if the association is fleeting, albeit constructive and reciprocal)</i>		D
25	Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes <i>(e.g. lead role, support role, mediator)</i>		E
26	Is reasonably able to prepare for planned tasks, organise required equipment and clear away <i>(e.g. arrives at agreed time, organises equipment, pencils, pens, books, PE kit)</i>		B
27	Communicates a simple train of thought with coherence <i>(e.g. an oral or written description of events)</i>		C
28	Responds to narrative stories with appropriate feeling; Is able to identify characteristics in fictional texts		D
29	Makes pertinent observations about the relationship between two other people and appropriately attributes attitudes and motives to them		D
30	Engages in conversation with another young person <i>(where an interchange of information, ideas or opinions is implied)</i>		E
31	Looks up and makes eye contact when an adult is nearby and addresses him/her by name		F
32	Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention		G
33	Gives way to another young person's legitimate need for the equipment s/he is using by sharing it with him/her		H
34	Shows curiosity and constructive interest when something out of the ordinary happens <i>(is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it)</i>		D

Any additional comments to amend or extend the information provided by the Profile?



Section II

DIAGNOSTIC PROFILE

Enter scores for Section II items in the appropriate column of Section II histogram

Score each item in turn according to the key:
 4 Like this to a marked extent
 3 Like this often
 2 Like this to some extent
 1 Only slightly or occasionally like this
 0 Not like this, not applicable or not observed

Score column

1	Abnormal eye contact and gaze		V
2	Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation		R
3	Variable in mood; sometimes seeks and responds to positive interactions with an adult, at other times rejects or avoids		W
4	Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'		Q
5	Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress		X
6	Inappropriate noises, remarks or behaviours that appear unrelated to the current situation		T
7	Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific		Y
8	Relates and responds to adults in an immature way <i>(i.e. as a young child would; immature language, behaviour, interests)</i>		S
9	Always has to be first, must be the best. Demands the most attention or immediate attention		Z
10	Adopts stratagems to gain and maintain close physical contact with the adult		U
11	Lacks trust in the adults' intentions and is wary of what they might do; avoids contact, and readily shows fear		V
12	Self-conscious and easily rebuffed. Hypersensitive to disapproval or the regard in which s/he is held by others		R
13	Contrary in behaviour; sometimes helpful, co-operative and compliant yet at other times stubborn, obstinate and resistive		W
14	Repetitively pursues a limited task which does not progress		Q
15	Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values		X
16	Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations		T
17	Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies		Y
18	Over-reacts to warmth, attention or praise and responds inappropriately		S
19	Desperately craves affection, approval and reassurance, but questions the sincerity of the regard shown; seeks it repeatedly but remains insecure		U

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20	Has difficulty waiting; will push in, grab or take without consent	Z
21	Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further	V
22	Self-disparaging and self-demeaning (e.g. "I can't do this", "I'm rubbish at this")	R
23	Attention-seeking in a bid for recognition or admiration	W
24	Disparaging attitude towards other young people; is critical and contemptuous	Y
25	Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure	Q
26	Sulks when disapproval is shown, when attention is withdrawn or when thwarted	X
27	Shows fleeting interest and has limited concentration	T
28	Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge	Y
29	Possessive of personal objects and resists having them taken away	S
30	Sullen, resentful, and negative in general attitude and mood	V
31	Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right	W
32	Feels persecuted; believes that others are against him/her, and complains of being 'got at' and left out	X
33	Restless and erratic behaviour that lacks direction	T
34	Determinedly dominates or persecutes by bullying, intimidation and the use of force	Y

Any additional comments to amend or extend the information provided by the Profile?

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