|  |  |  |  |
| --- | --- | --- | --- |
| **The Heights Burnley Alternative Provision Referral Form KS 1 & 2**  **All sections MUST be completed before the application is processed. Failure to do so will slow down the referral.**  **Please note by submitting this referral form you are accepting to pay the relevant charges which apply to this learner. Please Return Completed Forms to: *enquiries@theheightsburnley.com*** | | | |
| **Details of Young Person** | | | |
| **First Name(s)** |  | **Surname** |  |
| **Gender** |  | **Ethnicity** |  |
| **First Language** |  | **Religion** |  |
| **D.O.B** |  | **Year** |  |
| **Free School Meals**  **If Yes Date Began** | Yes No | **UPN** |  |
| **UCI** |  | **ULN** |  |
| **Address Including Postcode** |  | | |
| **Telephone Number** |  | | |
| **Parent/Carer Details** | **1st Contact** | **2nd Contact** | |
| **Name** |  |  | |
| **Relationship to Young Person** |  |  | |
| **Telephone Number** |  |  | |
| **Address if different from pupil’s home** |  |  | |
| **Email address** |  |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SEND Information** | | | | | |
| **Is the student on your SEND register?** | Yes No | | **Does the student have an EHCP?** | | Yes No |
| **Has the student had any input from an Educational Psychologist?** | Yes No | | **Has the student received any additional support in or out of class?** | | Yes No |
| **Do parents have any concerns regarding any SEND issues?** | Yes No | | **Please include the contact details of your SENCO** | |  |
| **Main Needs** | | | | | |
| **Does the Student display any difficulties concerning: (Please Highlight)** | | | | | |
| **Speech and Language**  **Dyslexia**  **Dyspraxia** | | | **ASD**  **ADHD**  **Other** | | |
| **Medical/Health Information** | | | | | |
| **Does the student have any medical issues that we need to be aware of?** | Yes No | | **Is the student currently taking any medications?** | | Yes No |
| **If Yes please state in the attached box** |  | | **If Yes please state in the attached box** | |  |
| **Safeguarding** | | | | | |
| **Is the young person subject to a Child Protection Plan?** | | | | Yes No | |
| **Safeguarding status** | | | | CIOC CP CIN CAF | |
| **Name of Social Worker** | |  | | | |
| **Telephone Number/Email Address** | |  | | | |
| **Details of Home Situation** | |  | | | |
| **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** | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Risk Assessment** | | | | | |
| **Area of Risk** | **Low** | **Med** | **High** | **Details** | **Action to Minimise Risk** |
| **Verbal aggression** |  |  |  |  |  |
| **Physical aggression** |  |  |  |  |  |
| **Wandering off or absconding** |  |  |  |  |  |
| **Offending behaviour** |  |  |  |  |  |
| **Self-harming behaviour** |  |  |  |  |  |
| **Medical issues** |  |  |  |  |  |
| **Sustance/drug abuse** |  |  |  |  |  |
| **Sexualise behaviour towards children** |  |  |  |  |  |
| **Sexualise behaviour towards adults** |  |  |  |  |  |
| **Allegations** |  |  |  |  |  |

|  |
| --- |
| **Activities to be avoided** |
|  |
| **Communication Needs** |
|  |
| **Comments** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Agencies Involved – please tick** | | | |
|  | ✔ | **Date of Involvement** | **Named Contact and Telephone number** |
| **CAMHS** |  |  |  |
| **ELCAS** |  |  |  |
| **Children Services** |  |  |  |
| **Engage** |  |  |  |
| **Mental Health Service Team** |  |  |  |
| **Wish Centre** |  |  |  |
| **Youth Justice System** |  |  |  |
| **Any additional agencies involved** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Referring School** | | | | | |
| **Name of School** |  | | | | |
| **Name** |  | | | | |
| **Position** |  | | | | |
| **Point of Contact from Referring School** |  | | | | |
| **Telephone Number** |  | | | | |
| **Email** |  | | | | |
| **% Attendance** |  | | **Has this student had exclusions?** | | Yes No |
| **% Authorised Absence** |  | | **Number of days** | |  |
| **% Unauthorised**  **Absence** |  | | **Number of occasions** | |  |
| **Academic** | | | | | |
| **Key Stage 2 results** | Maths:  English: | | **CAT scores** | |  |
| **Reading Age** |  | | **Spelling Age** | |  |
| **Expected GCSE Grades (if applicable)** | | | | | |
| **English Literature** | |  | | **Maths** |  |
| **English Language** | |  | | **Science** |  |
| **Art** | |  | | **GCSE PE** |  |

|  |  |
| --- | --- |
| **Additional Documentation Required:** | **Included – please tick** |
| **1. Copy of Attendance record** |  |
| **2. Latest Academic report** |  |
| **3. Exclusion history with reasons** |  |
| **4. Copies of EP reports, medical reports and information from other agencies if appropriate** |  |
| **5. Copy of EHCP and ILP’s** |  |
| **6. Copy of TAF plans if appropriate** |  |
| **7. Behaviour Log** |  |

|  |
| --- |
| **Placement Agreement** |
| **Reason for Referral (Please explain in detail)** |
|  |
| **Placement Objectives** (What objectives you would like the student to achieve during their placement with ourselves E.G. Behaviour to improve, Attendance to increase, Successful Destination, Post 16, in Education, Training or Employment, Good academic achievement in GCSE Examinations, Re- engagement with their education, Improved relationships with peers, SEND Needs being fully supported, Mental Health Needs being fully supported) |
| **1** |
| **2** |
| **3** |
| **Timeline** |
| For all Key stages, placement reviews will be carried out every 6 weeks however, a placement may end early in the case of:   * Persistent absence * The Heights being unable to meet the needs of a pupil * A serious breach or persistent breach of the school behaviour policy or rule |
| **Reviewing Progress - How would you like to conduct the review of progress made?** |
| **Phone call Email Zoom/Teams meeting Face to face** |
| **Transition Details (if applicable)** |
|  |

|  |  |
| --- | --- |
| **Provider** | The Heights Burnley |
| **Referring School** |  |
| **Signed:**  **Headteacher - The Heights Burnley** | Natalie Lewis |
| **Signed:** |  |
| **Date** |  |

**Boxall Assessment KS4**

Learner Name

**Developmental Strands**

**Enter scores for Section 1 items in the appropriate column of section 1 histogram**

Score each item in turn according to the Key below

4 Yes, or usually

3 At times

2 To some extent

1 Not really, or virtually never

0 Does not arise, not relevant.

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**  Investment of feeling in his/her achievement is implied, and self esteem |  | F |
| 3 | **Appreciates a joke or is amused by an incongruous statement or situation**  Disregard lack of appreciation of a joke which is at his/her expense disregard amusement that is clearly inappropriate |  | 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.(** Score 2 if a personal and specific request is needed) |  | G |
| 5 | **Makes and accepts normal physical contact with others**  e.g. in drama, dance, PE, group games. |  | H |
| 6 | **Makes appropriate and purposeful use of the materials/equipment/toys provided by the adult without the need for continuing direct support**  Disregard repetitive activity which does not progress |  | A |
| 7 | **Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed**  e.g. unexpected visitors, supply teachers. |  | 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**  Score 2 if s/he complies but often protests or sulks |  | 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.**  (e.g. during PE, drama, Circle Time or a group discussion) |  | J |
| 11 | **Accommodating to other young people when they show friendly and constructive interest in joining his/her activity of a group.** |  | H |
| 12 | **Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her** e.g. to get out his/her work book |  | A |
| 13 | **Works or play 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 and curious, and genuinely seeks explanations** |  | B |
| 15 | **Of his/her own accord returns to and completes a satisfying activity that has been interrupted**  e.g. s/he finishes a painting or carries on with a project later in the day or the following day |  | C |
| 16 | **Is adequately competent and self-reliant in managing his/her basic personal needs**  e.g. hygiene issues, changing for PE |  | A |

**Section 1a**

**Development Strands**

**Score Column**

|  |  |  |  |
| --- | --- | --- | --- |
| 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.** Disregard occasional negativism |  | F |
| 19 | **Accepts disappointments** |  | J |
| 20 | **Participates in adult led group activity** e.g. group discussion, group performance |  | A |
| 21 | **Shows genuine interest in another young person relays a personal experience; pays attention and gains from experience;** does not intrude; 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**  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 |  | D |
| 25 | **Contributes to the course of co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes**  e. g. lead role, support role, mediator. |  | E |
| 26 | **Is reasonably able to prepare for planned tasks, organise required equipment and clear away.**  **e. g.** arrives at agreed time, organises equipment, pencils, pens, books, PE kit. |  | B |
| 27 | **Communicates a simple train of thought with coherence**  e.g. an oral or written description of events |  | C |
| 28 | **Responds to narrative stories with appropriate feelings; is able to identify characteristics in fictional texts.** |  | D |
| 29 | **Makes pertinent observations about the relationship between two other people; appropriately attributes and motives to them** |  | D |
| 30 | **Engages in conversation with another young person**  Where an interchange of information, ideas or opinions is implied |  | E |
| 31 | **Looks up and makes eye contact when an adult is nearby and addresses him/her by name.** |  | F |
| 32 | **Sits reasonable still without talking or causing disturbance when the 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**  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. |  | D |

**Section 2**

**Diagnostic Profile**

**Enter scores for Section 2 items in the appropriate column of section 2 histogram**

Score each item in turn according to the Key below

4 Like this to a marked extent

3 Like this at times

2 Like this to some extent

1 Only slightly or occasionally like this

0 Not like this at al

(if behaviour may exist but has not been observed leave score blank)

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 affectionate contact with the 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 outbursts or eruptions that release and relieve pent-up and endured anger or distress** |  | X |
| 6 | **Inappropriate noises, remarks, or behaviours, that are 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.** |  | 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, and 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, 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 |

**Section 2 A**

**Diagnostic Profile**

Score Column

|  |  |  |  |
| --- | --- | --- | --- |
| 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 to other children; 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, or 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 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 |

**THANK YOU**