The Heights Burnley Alternative provision **KS1** and **KS2** referral Form

All sections of this form **must** be completed before the application is processed.

|  |  |  |  |
| --- | --- | --- | --- |
| Date of referral | | |  |
| **Details of Young Person** | | | | | | | |
| First Name (s) |  | | | | | | |
| Surname |  | | | | | | |
| Gender |  | | | | | | |
| Date of Birth |  | | Ethnicity | |  | | |
| First Language |  | | Religion | |  | | |
| UPN |  | | ULN | |  | | |
| Free school meals | Yes No | | Pupil premium | | Yes No | | |
| Full home address including postcode |  | | | | | | |
| Telephone number |  | | Mobile number | |  | | |
| Parental email address |  | | | | | | |
| **Emergency contact details** | | | | | | | |
|  | | 1st contact | 2nd Contact | | | 3rd Contact | |
| First name | |  |  | | |  | |
| Surname | |  |  | | |  | |
| Relationship to pupil | |  |  | | |  | |
| Telephone number | |  |  | | |  | |
| Address if different from above | |  |  | | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Referring school** | | | | | | | | | | | | | | | | | | | |
| Name of school | | |  | | | | | | | | | | | | | | | | |
| School contact | | | Safeguarding | | | | | SEND | | | | Attendance | | | Behaviour | | | | |
| Name | | |  | | | | |  | | | |  | | |  | | | | |
| Position | | |  | | | | |  | | | |  | | |  | | | | |
| Telephone number | | |  | | | | |  | | | |  | | |  | | | | |
| Email | | |  | | | | |  | | | |  | | |  | | | | |
| **Attendance** | | | | | | | | | | | | | | | | | | | |
| Current attendance | | | | | | | | | Exclusions | | | | | | | | | | |
| % Attendance | | |  | | | | | | Exclusions | | | | | | Yes No | | | | |
| % Authorised absence | | |  | | | | | | Number of days | | | | | |  | | | | |
| % Unauthorised absence | | |  | | | | | | Number of occasions | | | | | |  | | | | |
| Are there attendance concerns? | | | Yes No | | | | | | If yes please give details | | | | | |  | | | | |
| Are the absences parent or child related? | | |  | | | | | |
| Does the student currently have a part-time timetable | | | | | | | | | Yes No | | | | | | | | | | |
| Details of timetable: | | | | | | | | | | | | | | | | | | | |
| **Referral details** | | | | | | | | | | | | | | | | | | | |
| Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 | | | | | | | | | | | | | | | | | | | |
| Length of placement | | | | | | | | | 6 weeks 12 weeks  18 weeks | | | | | | | | | | |
| What are the student’s current targets?  *(These should be worded targets not numerical)* | | | | | | | | | English: | | | | | | | | | | |
| Reading: | | | | | | | | | | |
| Maths: | | | | | | | | | | |
| Behaviour: | | | | | | | | | | |
| Has the pupil attended another Alternative Provision? | | | | | | | | | Yes No | | | | | | | | | | |
| Details of alternative provision | | | | | | | | | | | | | | | | | | | |
| Has the pupil ever had a managed move? | | | | | | | | | Yes No | | | | | | | | | | |
| Details of managed move | | | | | | | | | | | | | | | | | | | |
| Reasons for referral (Please give details) | | | | | | | | | | | | | | | | | | | |
| Engagement in learning | | | | | | | | | | | | | | | | | | | |
| Behaviour | | | | | | | | | | | | | | | | | | | |
| Any other concerns | | | | | | | | | | | | | | | | | | | |
| Home situation | | | | | | | | | | | | | | | | | | | |
| Has the child experienced | | | | | | | | | | | | | | | | | | | |
| Bereavement  Yes No | | Loss  Yes No | | | | | Significant trauma  Yes No | | | | Family breakdown  Yes No | | | | | | | Adverse Childhood Experiences  Yes No | |
| If yes please give details | | If yes please give details | | | | | If yes please give details | | | | If yes please give details | | | | | | | If yes please give details | |
| **Academic Information** | | | | | | | | | | | | | | | | | | | |
| Did the pupil achieve GLD | | | | Yes No | | | | | | | | | | | | | | | |
| Did the pupil achieve an expected level of development or above at EYFS in: | | | | | | | | | | | | | | | | | | | |
| Personal Social and emotional development | | | | Yes No | | | | | Physical development | | | | | Yes No | | | | | |
| Communication and development | | | | Yes No | | | | | Literacy | | | | | Yes No | | | | | |
| Maths | | | | Yes No | | | | | Expressive art and design | | | | | Yes No | | | | | |
| Understanding the world | | | | Yes No | | | | |  | | | | |  | | | | | |
| Current Attainment (please provide an approximate age that the pupil is working at) | | | | | | | | | | | | | | | | | | | |
| Reading | | | |  | | | | | Writing | | | | |  | | | | | |
| Maths | | | |  | | | | | Spelling | | | | |  | | | | | |
| Book band | | | |  | | | | | | | | | | | | | | | |
| **SEND Information** | | | | | | | | | | | | | | | | | | | |
| Does the pupil have an EHCP?  If yes please attach | | | | Yes No | | | | | Date of next EHCP review | | | | |  | | | | | |
| Local Authority SENDO | | | |  | | | | | Details of funding | | | | |  | | | | | |
| Has the pupil seen an educational psychologist? If yes please attach report | | | | Yes No | | | | | Is the pupil waiting to see and educational psychologist? | | | | | Yes No | | | | | |
| Do the parents have any SEND concerns? (If yes please give details) | | | | Yes No | | | | | | | | | | | | | | | |
| Is the Local Authority disability team involved with the family? | | | | Yes No | | | | | Is the Complex needs team involved with the family? | | | | | | | Yes No | | | |
| Details of need | | | | | | | | | | | | | | | | | | | |
| ASC |  | | | | ADHD | | | |  | | | | Dyslexia | | | | | |  |
| Dyspraxia |  | | | | Dyscalculia | | | |  | | | | Speech and language | | | | | |  |
| Hearing impairment |  | | | | Visual Impairment | | | |  | | | | Physical needs | | | | | |  |
| Other (Please give details) | | | | | | | | | | | | | | | | | | | |
| **Safeguarding** | | | | | | | | | | | | | | | | | | | |
| **CLA/LAC/CIOC** | | | | | | | | | | | | | | | | | | | |
| Is the pupil currently CLA/LAC/CIOC? | | | | Yes No | | | | | Has the pupil ever been CLA/LAC/CIOC? (If yes please give details) | | | | | | | | Yes No | | |
| Name of Social Worker | | | |  | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | |  | | | | | |
| Name of IRO | | | |  | | | | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | |  | | | | | |
| Date of next CLA/LAC/CIOC review | | | |  | | | | | Date of next care planning | | | | |  | | | | | |
| Date of next PEP | | | |  | | | | | | | | | | | | | | | |
| **Child Protection** | | | | | | | | | | | | | | | | | | | |
| Is the pupil currently subject to a child protection plan? | | | | Yes No | | | | | Has the pupil ever been subject to a child protection plan? (If yes please give details) | | | | | | | | Yes No | | |
| Name of Social Worker | | | |  | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | | | | |  | | |
| Name of IRO | | | |  | | | | | | | | | | | | | | | |
| Telephone call | | | |  | | | | | Email address | | | | | | | |  | | |
| Date of next core group | | | |  | | | | | Date of next RCPC | | | | | | | |  | | |
| **Child in need** | | | | | | | | | | | | | | | | | | | |
| Is the pupil currently subject to a child in need plan? | | | | Yes No | | | | | Has the pupil ever been subject to a child in need plan? (If yes please give details) | | | | | | | | Yes No | | |
| Name of allocated worker | | | |  | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | | | | |  | | |
| Date of Child in need meeting | | | |  | | | | | | | | | | | | | | | |
| **CAF** | | | | | | | | | | | | | | | | | | | |
| Is the pupil currently subject to a CAF? | | | | Yes No | | | | | Has the pupil ever been subject to a CAF? (If yes please give details) | | | | | | | | Yes No | | |
| Lead professional | | | |  | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | | | | |  | | |
| CAF number | | | |  | | | | | Date of next TAF meeting | | | | | | | |  | | |
| **Other Agencies Involved** | | | | | | | | | | | | | | | | | | | |
| Agency | | | | **X** | | Date of involvement | | | | Name and contact details | | | | | | | | | |
| ELCAS/CAMHS | | | |  | |  | | | |  | | | | | | | | | |
| Clinical psychology | | | |  | |  | | | |  | | | | | | | | | |
| ENGAGE/DETER | | | |  | |  | | | |  | | | | | | | | | |
| YOT | | | |  | |  | | | |  | | | | | | | | | |
| Police Early Action Team | | | |  | |  | | | |  | | | | | | | | | |
| Child and Family wellbeing service | | | |  | |  | | | |  | | | | | | | | | |
| Prevent | | | |  | |  | | | |  | | | | | | | | | |
| Lifeline | | | |  | |  | | | |  | | | | | | | | | |
| Young Carers | | | |  | |  | | | |  | | | | | | | | | |
| Drug and alcohol services | | | |  | |  | | | |  | | | | | | | | | |
| Violence reduction team | | | |  | |  | | | |  | | | | | | | | | |
| Domestic abuse services | | | |  | |  | | | |  | | | | | | | | | |
| Other | | | |  | |  | | | |  | | | | | | | | | |
| **Medical Information** | | | | | | | | | | | | | | | | | | | |
| Does the Pupil currently have any diagnosed medical conditions? | | | | | | | | | Yes No | | | | | | | | | | |
| If yes please give details | | | | | | | | | | | | | | | | | | | |
| Is the Pupil currently under investigation for any medical conditions? | | | | | | | | | Yes No | | | | | | | | | | |
| If yes please give details | | | | | | | | | | | | | | | | | | | |
| Does the pupil currently take any medication? | | | | Yes No | | | | | Does the pupil need to take any medication during school hours? (This includes inhalers) | | | | | | | Yes No | | | |
| If yes please give details | | | | | | | | | | | | | | | | | | | |
| Does the pupil have any allergies | | | | Yes No | | | | | Does the pupil carry an epi pen? | | | | | | | Yes No | | | |
| If yes please give details | | | | | | | | | | | | | | | | | | | |
| Is pupil seeing a consultant/paediatrician? | | | | | | | | | Yes No | | | | | | | | | | |
| Full name | | | |  | | | | | Specialism | | | | | | |  | | | |
| Telephone number | | | |  | | | | | Email address | | | | | | |  | | | |
| Is the Pupil currently seeing the school nurse? | | | | Yes No | | | | | Has the pupil worked with the school nurse in the past? | | | | | | | Yes No | | | |
| Name of School Nurse | | | |  | | | | | | | | | | | | | | | |
| Telephone number | | | |  | | | | | Email address | | | | | | |  | | | |
| Is the pupil seeing any other medical professional e.g. physiotherapy, podiatry, Speech and language etc. | | | | | | | | | Yes No | | | | | | | | | | |
| If yes please give details | | | | | | | | | | | | | | | | | | | |
| **Pupil and family Voice** | | | | | | | | | | | | | | | | | | | |
| What would you like us to know about you? Include hobbies, interests, friends etc. | | | | | | | | |  | | | | | | | | | | |
| Does the pupil know about the referral? | | | | Yes No | | | | | Does the pupil agree with the referral? | | | | | | | Yes No | | | |
| Do the parents/carers agree with the referral? | | | | | | | | | Yes No | | | | | | | | | | |
| **Additional documentation checklist** | | | | | | | | | | | | | | | | | | | |
| * Copy of attendance record * Exclusion record with reasons * Boxall profile * ACEs questionnaire * Strengths and difficulties questionnaire * Copy of EHCP * Copy of any SEND documentation * Copy of Educational Psychologist reports * Copy of any medical reports * Copy of any education support reports e.g. specialist teacher report * Copy of CAF * Copy of most recent safeguarding meeting minutes * Copy of any risk assessments in place | | | | | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| Provider | The Heights Burnley |
| Referring School |  |
| SIGNED: Natalie Lewis  Head teacher  The Heights, Burnley | Natalie Lewis |
| SIGNED  Name  Position |  |
| DATE |  |

**Boxall Assessment**

**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 |
| 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 |