**Education Inclusion Support Service (EISS)**

**REFERRAL FORM**

|  |  |  |
| --- | --- | --- |
| **General Information** | | |
| **Date:** |  | |
| **Pupil Name:** |  | |
| **Local Authority:** | **Kingston ☐** | **Richmond ☐** |
| **DOB:** |  | |
| **School:** |  | |
| **Year Group:** |  | |
| **School Contact:**  **Name**  **Job Title** |  | |
| **School Contact:**  **Email**  **Phone no.** |  | |
| **Reason for referral**  What would you like support with: |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil specific Information** | | | |
| **EHCP or SEN (K)?** |  | **Needs or diagnosis?** |  |
| **Name of SEN Co-ordinator** |  |
| **EAL?**  **Home language:** |  | **Current attendance level %:** |  |
| **IEP and/or Provision Map attached**  **or details of provision offered so far** |  | **Has this child previously been excluded?**  From where?  When? |  |
| **Pupil Premium** |  | **Is this child at risk of exclusion** | D |

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Care Involvement? YES/ NO *(Please provide dates and names of professionals where known)*** | | | |
| **Child in Need Plan** |  | **Child Protection Plan** |  |
| **Supervision Order** |  | **Fostered/Adopted** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Service involvement?** | | **Contact details & dates if known** | |
| ☐CAMHS Tier 3  (Consultant Psychiatrist level)  ☐CAMHS Tier 2 (Emotional Health Service)  ☐Family Support/Strengthening Families  ☐Educational Psychology  ☐Education Welfare Service  ☐Speech and Language Therapy  ☐Other (please state) | |  | |
| **SPA Referrals made by the school** | | | |
| **Date** | **Reason** | | **Outcome** |
|  |  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic information and presenting concerns** | | | |
| **PRIMARY**  **Is this pupil working at expected academic levels?** | **Maths**  ☐Yes  ☐No | **Reading**  ☐Yes  ☐No | **Writing**  ☐Yes  ☐No |
| **SECONDARY**  **Last Assessed Level**  **Target Level** | **Maths** | **English** | **Science** |
| **Maths** | **English** | **Science** |

|  |  |
| --- | --- |
| **Concerns** | |
| **Describe your concerns – what are you seeing?** |  |
| **Further information regarding specific known learning difficulties or SEN needs** |  |
| **If Secondary age please give previous primary school** |  |
| **KS2 SATS Scores** |  |

**Behaviour summary**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Baseline** | | | | | | | | | |
| **How often in a week is this pupil sent to SLT?** |  | | | | | | | | | |
| **How much disruption to learning is there currently in class?** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **How much of this disruption is a result of this pupil’s behaviour?** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Types of incident** | **Frequency** | | | | | | | | | |
| 1. |  | | | | | | | | | |
| 2. |  | | | | | | | | | |
| 3. |  | | | | | | | | | |
| 4. |  | | | | | | | | | |

**Coping in School Scale (short version)**

*Jane McSherry (2001) Challenging Behaviours in Mainstream Schools. David Fulton Publishers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Self Management of Behaviour** | Is never able to fulfill this criterion | Rarely fulfils this criterion | | More often than not fulfils this criterion | | Almost always fulfils this criterion | |
| Can accept discipline without argument or sulking | 1 | 2 | | 3 | | 4 | |
| Can arrive in classroom and settle down quietly and appropriately | 1 | 2 | | 3 | | 4 | |
| Does not leave the room without permission | 1 | 2 | | 3 | | 4 | |
| Can accept changes to plans or disappointments with an even temper | 1 | 2 | | 3 | | 4 | |
| Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat | 1 | 2 | | 3 | | 4 | |
| Can ask for help | 1 | 2 | | 3 | | 4 | |
| **Score** | **/24** | | | | | | |
| **Self and Others** | Is never able to fulfill this criterion | Rarely fulfils this criterion | | More often than not fulfils this criterion | | Almost always fulfils this criterion | |
| Can behave appropriately in the classroom | 1 | | 2 | | 3 | | 4 |
| Can accept that teacher time needs to be shared | 1 | | 2 | | 3 | | 4 |
| Can ask a question and wait for the answer and take turn in question and answer situations | 1 | | 2 | | 3 | | 4 |
| Has appropriate communication skills, talking, asking questions, listening | 1 | | 2 | | 3 | | 4 |
| Is able to work in a team | 1 | | 2 | | 3 | | 4 |
| Can speak to people without resorting to rudeness | 1 | | 2 | | 3 | | 4 |
| Can work in a group situation | 1 | | 2 | | 3 | | 4 |
| **Score** | **/28** | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Self Organisation** | Is never able to fulfil this criterion | Rarely fulfils this criterion | More often than not fulfils this criterion | Almost always fulfils this criterion |
| Can work alone without constant attention for brief periods | 1 | 2 | 3 | 4 |
| Can listen to explanations and instructions and attempt to act on them | 1 | 2 | 3 | 4 |
| Understands the teacher’s role within a mainstream school | 1 | 2 | 3 | 4 |
| Understands the structure of discipline within a mainstream school– what happens if he/she does not complete work, if he/she is late, homework etc. | 1 | 2 | 3 | 4 |
| Can constructively use unstructured time in the classroom | 1 | 2 | 3 | 4 |
| Can organise self and possessions | 1 | 2 | 3 | 4 |
| Can organise him/herself if help is not available | 1 | 2 | 3 | 4 |
| Good timekeeping, eg. prompt arrival at lessons | 1 | 2 | 3 | 4 |
| **Score** | **/32** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attitude** | Rarely fulfils this criterion | Sometimes fulfils this criterion | Frequently fulfils this criterion | Almost always fulfils this criterion |
| Is prepared to work in lessons | 1 | 2 | 3 | 4 |
| Uses appropriate language and gestures | 1 | 2 | 3 | 4 |
| Is courteous, and shows positive attitudes towards staff | 1 | 2 | 3 | 4 |
| Can show a positive interest in lessons | 1 | 2 | 3 | 4 |
| Treats school property with care | 1 | 2 | 3 | 4 |
| Shows a sense of humour | 1 | 2 | 3 | 4 |
| **Score** | **/24** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Skills** | Rarely fulfils this criterion | Sometimes fulfils this criterion | Frequently fulfils this criterion | Almost always fulfils this criterion |
| Reading and numeracy up to a level that can be coped with in maintream, given some support | 1 | 2 | 3 | 4 |
| Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level) | 1 | 2 | 3 | 4 |
| Does not get up and wander around | 1 | 2 | 3 | 4 |
| Needs a mainstream curriculum | 1 | 2 | 3 | 4 |
| Does not get impatient if help is not immediately forthcoming | 1 | 2 | 3 | 4 |
| Will try to start a task on his/her own | 1 | 2 | 3 | 4 |
| Is willing to try on his/her own | 1 | 2 | 3 | 4 |
| Generally cares about the work being done | 1 | 2 | 3 | 4 |
| Pays attention to class discussions and instructions | 1 | 2 | 3 | 4 |
| Can read sufficiently well to read the basic instructions needed for the completion of the lesson | 1 | 2 | 3 | 4 |
| Is willing to spend time working out the instructions | 1 | 2 | 3 | 4 |
| **Score** | **/44** | | | |

**SCORE TOTAL**

|  |  |
| --- | --- |
| **SECTION** | **SCORE** |
| Self Management of Behaviour | /24 |
| Self and Others | /28 |
| Self Organisation | /32 |
| Attitude | /24 |
| Learning Skills | /44 |
| **TOTAL** | **/152** |