**Education Inclusion Support Service (EISS)**

**REFERRAL FORM**

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| **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: |  |

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| **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  |

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| **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** |  |

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| **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** |
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| **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** |

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| **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**

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|  | **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*

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| --- | --- | --- | --- | --- |
| **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** |

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| --- | --- | --- | --- | --- |
| **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** |

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| --- | --- | --- | --- | --- |
| **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**

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