



ASPIRE SEMH OUTREACH RERERRAL FORM

Please ensure all sections are completed within the form or we cannot accept the referral.



Pupil Details

Pupil Name	
D.O.B.	
Gender	
Year Group	
UPN	
Academic attainment – Age related or below	

Person completing this form

Date Referred to Outreach	
Referring School	
Trust Name or LA Maintained	
Referrer - Full Name and job role	
Contact Number	
Contact E-mail	

Current attendance

Overall attendance for 25/26		Current Attendance for 26/27		Full Time timetable	
Suspension 25/26 (days)		Current Suspension 26/27 (days)		Part Time timetable	

Details for the child and the parent/carer:

Student Details			
Ethnicity and Language			
SEND Code (Monitoring, K) and Primary Need			
EHCP (Yes /No / In process) and Primary Need			
Medical Information (ongoing assessments or known e.g. Epilepsy/allergies)			
Vulnerable Groups			
Early Help		Asylum seeker / Refugee	
Child in Need / Child Protection		Emotional based school avoidance	
Child in Care		Traveller	
Pupil Premium		EAL	
Young Offender		CSE / CCE Risk	
Young carer		SAMP in place (Date)	
Parent/ Carer with parental responsibility			
Person with Parental Responsibility and relationship to the child			
Address			
Telephone number / Email			

Parental consent needs to be gained and receive by Aspire before sessions can take place, this will be collected electronically.

Contact details (Please attach reports as evidence of graduated response)

Role/Designation	Name	Contact Details	Date of last Involvement
SENCO			
Headteacher			
Safeguarding contact			
Social Worker/ Early Help Worker			
Youth Offending Team			
External SEND support (SiT, OT, Fusion etc)			
CAMHS Assessment			
Educational Psychologist			
EHC Coordinator			
Other			

One Page Profile - Please complete the following framework, support plans can be sent in addition but not in replacement to the framework below. Please also send copy of EHCP if this is in place.

One page profile

Reason for referral – what advice is required?

Strengths

Barriers to learning

Strategies that are in place currently

Triggers – Known and Potential

Schools desired outcome for pupil

-
-
-

Assessment of Risk – Tick relevant rating and if this is known or opinion

Risk Assessment - Presenting behaviour	Low	Medium	High	Known	Opinion
Self-harm					
Peer on Peer abuse					
Violent/aggressive behaviour					
Impulsive/dangerous behaviour					
Substance/alcohol misuse					
Derogatory opinions race/gender/religion/disability					
Absconding					
Damage to property					
Offending					
Sexualised behaviour / language					
Carrying/using a weapon					
Other (please specify)					
Actions required to control/ minimise risk					

Please ensure Boxall Documents are also completed. These are separate attachments but need to be returned at the same time the referral form is submitted. This will support the measurement of progress from the start of support.

Developmental Strands – Section 1

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 apply, not relevant

	Score	Column
1. Listens with interest when an adult explains something to the class		A
2. Takes appropriate care of something s/he has made or work s/he has done once interest of feeling in his/her achievement is implied, and off system		F
3. Appreciates a joke or is amused by an incongruous statement or situation despite lack of appreciation of a joke which is at his/her expense - disingenuous amusement not a clearly inappropriate		D
4. Begins to clean up or bring to a close an enjoyable work or play activity when the teacher, 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. when holding hands in a game		H
6. Makes appropriate and purposeful use of the materials/equipment/food provided by the teacher without the need for continuing direct support despite negative affects which often end projects		A
7. Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well		H
8. Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs despite situations of provocation		H
9. Complies with specific verbal prohibitions on his/her personal use of classroom equipment. Score 2 if he complies but often protests or sulks		G
10. Abides by the rules of an organised group game in the playground or school hall interacts and co-operates and continues to take part for the duration of the game		J

The developmental strand measures a pupil's cognitive, social and emotional development that influences how well a child is able to learn and function in the classroom.

Diagnostic Assessment

Diagnostic Profile– Section 2

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 – Not really, or virtually never
0 – Not like this

	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		B
3. Variable in mood, sometimes seems withdrawn in affectionate contact with the adult, at other times rejects or avoids		W
4. Own view of people and events doesn't relate to fact of contact and can't be reached		D
5. Uncontrolled and unpredictable emotional outbursts or eruptions that release and relieve pent-up and evoked anger or distress		K
6. Inappropriate values or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance		T
7. Erupts into temper, rage or violence when thwarted, frustrated, criticised or teased, the trigger is immediate and specific		T
8. Notices and responds to the adult as a bully would, enjoys bully level pleasures, may happily belittle and coax, call out or crowd about, or mirror the others		S
9. Always has to be first, or the best, or have the most attention or get immediate attention		Z
10. Adopts strategies to gain and maintain close physical contact with the adult		U

The diagnostic strand helps to spot any challenges or barriers that might prevent a child achieving at school.