

ASPIRE SEMH OUTREACH RERERRAL FORM

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

Pupil Details

Pupil Name	Click here to enter text.
D.O.B.	Click or tap to enter a date.
Gender	Click here to enter text.
Year Group	Click here to enter text.
UPN	Click here to enter text.
Academic attainment – Age related or below	Click here to enter text.

Person completing this form

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

Current attendance

Please tick

Overall attendance for 24/25		Current Attendance for 25/26		Full Time timetable	
Suspension 24/25 (days)		Current Suspension 25/26 (days)		Part Time timetable	

Part 1: Parental/ Carer Consent (No referral will be accepted without consent)

PARENTAL CONSENT FORM

Any information included within this referral will be used by the Primary/Secondary Rotherham Inclusion Pathway teams to help us tailor services for your child. Information will be treated as confidential, and stored in a secure way. It will only be shared with other council services and partner organisations to ensure our records are kept accurate and to help us identify other services your child may be entitled to. The staff from the team working with your child will report on assessment and or intervention findings and discuss with you, and your child/ young person's school/nursery. In order to work effectively, the team liaises with other services working with a child/ family and shares any written advice with professionals involved in the Team working Around the Child or young person.

I confirm I understand why you want my information and I have had the opportunity to consider this.

Please highlight as necessary:

Yes No

I agree that the information presented within this referral may be shared with other professionals who are already involved with my child, or other agencies that may become involved in the course of any support offered to my child.

Please highlight as necessary:

Yes No

I give consent for you to record and hold my information for the purposes explained to me.

Please highlight as necessary:

Yes No

I consent to my child receiving the services provided by the Primary/Secondary Rotherham Inclusion Pathway Team

Please highlight as necessary:

Yes No

I would like updates throughout their support from the Outreach about my child. I understand this will not be weekly and can be through email/text/phone call.

Please highlight as necessary:

Yes No

Information Sharing and Consent

I understand that the information I have provided to Rotherham Metropolitan Borough Council regarding my child and family will be recorded and used for the purpose of providing services, support, advice and guidance to my child and family. I agree to my family's personal information being processed and shared by Rotherham Metropolitan Borough Council with appropriate partners and organisations to enable them to provide us with services, support, information, advice and guidance in order to achieve a positive outcome for me and my family. Rotherham Metropolitan Borough Council is the Data Controller for the processing of my personal information and that will process all personal information in accordance with the Data Protection Act and GDPR.

Signature:

Date:

Printed name:

Part 2 Details for the child and the parent/carer:

Student Details	
Address	Click here to enter text.
Ethnicity and Language	Click here to enter text.
SEND Code (Monitoring, K) and Primary Need	Click here to enter text.
EHCP (Yes /No / In process) Primary Need	Click here to enter text.
Medical Information (ongoing assessments or known e.g. Epilepsy/allergies)	Click here to enter text.

Vulnerable Groups			
Early Help	Click here to enter text.	Asylum seeker / Refugee	Click here to enter text.
Child in Need / Child Protection Register	Click here to enter text.	Emotional based school avoidance	Click here to enter text.
Child in Care If so by which authority	Click here to enter text.	Traveller	Click here to enter text.
Pupil Premium	Click here to enter text.	EAL	Click here to enter text.
Young Offender	Click here to enter text.	CSE / CCE Risk	Click here to enter text.
Young carer	Click here to enter text.	SAMP in place (Date)	Click here to enter text.

Parent/ Carer with parental responsibility (SEMH Outreach Specialists will communicate with families throughout support)	
Name of Parent/ Carer (Relationship to the child)	Click here to enter text.
Address	Click here to enter text.
Telephone number / Email	Click here to enter text.

Part 3 Contact details for key school staff and professionals involved: (Please attach reports as evidence of graduated response to education, health, social care, voluntary etc.)

Role/Designation	Name	Contact Details	Last involvement / advice & report date
SENCO			
Headteacher			
Safeguarding contact if not Headteacher or SENCO			
Social Worker/ Early Help Worker			
Youth Offending Team			
External SEND support (SiT, OT, Fusion etc)			
CAMHS Assessment			
Educational Psychologist			
EHC Assessment Coordinator (HUB Allocation)			
Other voluntary organisations or referral			

Part 4 One Page Profile - Please complete the following framework, support plans can be sent in addition but not in replacement to the framework below. Please add any existing detail for SEMH/Learning Assessment if applicable. Please also send copy of EHCP if this is in place.

<u>Reason for referral – what advice is required?</u>	
<u>Strengths/Capabilities</u>	<u>Strategies that are in place currently</u>
<u>Barriers to learning</u>	<u>Triggers</u>
Schools desired outcome for pupil (e.g- support with developing need impacting on learning. Using professional opinion based on knowledge of the child) <ul style="list-style-type: none"> • • • 	

Part 5 Risk Assessment – 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					

Part 6 - SEMH Assessment: 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 arise, not relevant.

	Score	Column
1 Listens with interest when an adult explains something to the class		A
2 Takes appropriate care of something she/he has made or work she/he has done investment of feeling in her/his 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 Begins to clear 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/toys provided by the teacher 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. 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 disregard situations of provocation		H
9 Complies with specific verbal prohibitions on his/her personal use of classroom equipment. Score 2 if s/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 Awfuls, 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 outburst or eruptions that release and relieve pent-up and endured anger or distress		X
6 Inappropriate noises 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 touched; the 'trigger' is immediate and specific		Y
8 Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl 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.