**Pivot Leeds East Primary**

**STUDENT REFERRAL FORM**

**Please ensure that all relevant sections are completed, with supporting information/documents added. Failure to do so will slow down the process.**

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| Date of application:  Person making the referral: Preferred start date: |

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| **Section 1: What are you expecting from this placement? – (Please be specific and tick how long you anticipate the placement to last approximately)** |
| Tiers of Support: (See end of referral for outline)  Assessment Short Stay Nurture Long Stay  Outreach Unsure Other  See below for the description of each type of offer. |

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| **Section 2: Referring School** | |
| Current School:  Named School Contact:  Position in School:  School Address:  Tel. No. and extension if applicable:  Email:  Has this place been agreed by finance: | YES/NO NAME: |

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| **Section 3: Student Details** | |
| Name: (Including middle names)  Date of Birth:  Current School Year:  UPN No:  Gender:  Ethnicity:  Address:  Tel. No:  Have you spoken to the student and family about this referral?  How will the student travel to Pivot? | YES/NO *(Please delete appropriately)* |

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| **Section 4: Parent/ Carer details** | |
| **1st Priority** Contact Name:  Relationship to Student:  Address: (if different from student)  Tel.No: (if different from above)  Does this person have parental responsibility?  **2nd Priority** Contact Name:  Relationship to Student:  **EMERGENCY** contact details of another family member / close friend  Name:  Address:  Tel No:  Relationship to the student:  Provide an outline of their **family make-up** which may be significant in their support.  Ie: Names and relationship of any other significant members of the family. | YES/NO *(Please delete appropriately)*  **MUST BE DIFFERENT To 1st and 2nd  PRIORITY name** |

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| **Section 5: Social Information / Supporting Agencies** | |
| LAC/CLA  Eligible for Free School Meals  Eligible for Pupil Premium  Traveller Child  Police involvement  CAMHs involvement  EAL  OTHER? *Please state* | **in all cases, if ‘YES’ please provide details**  Yes / No  Yes / No  Yes / No  Yes / No  Yes / No  Yes / No  Yes / No |

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| **Section 6: Safeguarding / Child Protection** | | | |
| **CiN** Y/N | **CP** Y/N | **LAC** Y/N | **EITS**  Y/N |
| Date of last CiN / Core Group / Conference / LAC review / PEP / TAF: | | | |
| Date of next CiN / Core Group / Conference / LAC review / PEP / TAF: | | | |
| Social Worker details: | | | |
| IRO details: | | | |
| Summary of current situation/concerns: | | | |

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| **Section 7: Student Medical information** | |
| **Medical History:** Please provide details of conditions including any medications taken, dosage, administration information or any other services involved etc.  Any Known Allergies?  Any specific Dietary requirements?  Accessibility Issues/ Alternate arrangements required?  Any information we should be aware of? |  |

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| **Section 8: Academic Profile – Prior attainment & current National Curriculum level/Teacher Assessment. (Where possible give dates of assessment)** | | | |  |
|  | KS1 | KS2 | Any Other Academic Interventions | Any Positive lessons/Interests |
| English/Literacy:  Maths/Numeracy:  Reading Age:  Spelling Age:  CAT Scores: |  |  |  |  |

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| **Section 9: Behaviour and Attendance** | |
| Current Attendance %  Authorised Absence %  Date of Last Attendance at School:  Fixed Term Exclusion History:  Permanent Exclusion History:  Any previous schools or AP’s please state with dates:  Is a Risk Assessment in place?  *(Please attach)* | YES/NO *(If yes please state where)*  YES/NO *(Please delete appropriately)* |

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| **Section 10: Risk Identification - Please tick all risks** | | | | |
|  | Never | Rarely | Sometimes | Often |
| Physical risk / injury to self (e.g. wall punching) |  |  |  |  |
| Physical harm to other students |  |  |  |  |
| Physical harm to school staff |  |  |  |  |
| Harms animals |  |  |  |  |
| Verbally aggressive / violent to other students |  |  |  |  |
| Verbally aggressive / violent to staff |  |  |  |  |
| Verbally abusive (including racial, sexual) |  |  |  |  |
| Inappropriate sexualised behaviour |  |  |  |  |
| Makes allegations against staff |  |  |  |  |
| Loss of temper |  |  |  |  |
| Arson – committed or attempted |  |  |  |  |
| Unpredictable behaviour |  |  |  |  |
| Threats made with weapons (e.g. scissors) |  |  |  |  |
| Has been found in possession of an offensive weapon |  |  |  |  |
| Throws items at others (e.g. pens, chairs) |  |  |  |  |
| Damage to property including graffiti and vandalism |  |  |  |  |
| Persistent disruption in lessons |  |  |  |  |
| Use of illicit substance(s) |  |  |  |  |
| Absconding on own |  |  |  |  |
| Absconding with others |  |  |  |  |
| Climber (roof, trees, fences) |  |  |  |  |
| Theft (smaller items e.g. pens) |  |  |  |  |
| Theft (significant items e.g. staff purse) |  |  |  |  |
| Persistent defiance |  |  |  |  |
| Refusal to follow instructions |  |  |  |  |
| Gang Affiliation |  |  |  |  |
| At risk of sexual exploitation |  |  |  |  |
| Physical intervention required occasionally |  |  |  |  |
| Physical intervention required often |  |  |  |  |
| Transport issues |  |  |  |  |
| Other – please state |  |  |  |  |

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| **Section 11: SEND** | |
| School SENCO : Name *(If different to the person completing the form)*  School SENCO : Contact No.  School SENCO : Email  SEND Register:  EHCP:  SEMH:  ASC:  Primary Need:  Secondary Need:  Is there a specific diagnosis? (e.g. ASD, ADHD, OCD, Dyslexia) | YES/NO  YES/NO  YES/NO  YES/NO  YES/NO *(If Yes please give details)* |

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| **Section 12 Checklist: Please identify once you have attached all the essential documents by ticking which you have sent** | **Please tick or add N/A** |
| 1. Behaviour Logs – **(essential)** 2. Any appropriate information from Section 5 - Social Information / Supporting Agencies **(essential)** 3. Any appropriate information from Safeguarding / Child Protection **(essential)** 4. Attendance Certificate – **(essential)** 5. Attainment grades– **(essential)** 6. EHCP – (Where applicable) 7. Early Help Plan - (Where applicable) 8. LAC/CLA, CiN, CP information (dates of last/ next reviews).  If LAC/CLA the last PEP targets   (Where applicable)   1. IEP - (Where applicable) 2. Risk assessment - (Where applicable) | 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. |

Thank you for taking the time to complete this referral.

Please note that any cancellation of placement, after acceptance of the place, will be subject to a 6 week notice period.

Please return this form to: ruth.oates@pivot-group.co.uk

**Ruth Oates**  
Admissions Manager – Tel: 07949590999

* Phone: 0113 3204069
* Phone: 07539 832764
* Address: 3Killingbeck Drive, Leeds, LS14 6UF
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The above is a visual representation of the various tiers of the provision. It is designed to support current identified need whilst ensuring that the East of Leeds has a provision that works both reactively and preventively.

**Assessment Placement – KS 2 only**

A set period to complete a thorough assessment process relating to academic and behavioural need. The child will attend our school and experience a broad rich and deep curriculum in order to develop a picture of the child and a clear understanding of their needs. These needs will be shared with all necessary parties/stakeholders with clear strategies identified.

CPD will then be offered to the referring school. If the need for a specialist pathway is identified, full support would be given to the EHCP process if this was considered appropriate.

All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision. All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant.

**Focused Short stay – KS2 only**

A set period of time (6 weeks or 12 weeks) to work with the child, school and parents/carers on an agreed set of targets and short term outcomes. The targets and outcomes will be identified as those that are currently a barrier to the child’s learning and progress. Resources that will be utilised and success criteria will also be listed. Weekly reports will be compiled and reintegration back into the referring mainstream school will be supported.

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

**Nurture - KS2 only**

A period of time to work with the child, school and parents/carers on an agreed set of targets. The targets and outcomes will be identified as those that are currently a barrier to their learning and progress. Resources that will be utilised and success criteria will also be listed. These targets will be consistently reviewed and adapted. This placement would suit a child that is considered to be emotionally vulnerable.

The classroom environment and curriculum will reflect the six principles of nurture:

1. All behaviour is communication (What is the child trying to tell us and why?)
2. Nurture is important for the development of self-esteem (How can we support self-esteem and resilience?)
3. Children’s learning is understood developmentally (Where is the child currently at and how can we support this?)
4. Classroom offers a safe place (Child feels valued and safe to express themselves)
5. Language understood as a vital means of communication (All language considered and supported including body language)
6. Transitions are significant in the lives of children (How can we support this and manage transitions to make them more achievable? Support in developing confidence)

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

**Long Stay – Permanent Placement - KS2 only**

Work with the child for a longer period of time, (minimum of two terms and a maximum of 5 terms before an EHCP would need to be requested), and also work with school and parents/carers on an agreed set of targets and outcomes. The child will attend our school and experience a broad rich and deep curriculum in order to make both academic and social /behavioural/emotional progress.

The targets and outcomes will be identified as those that are currently a barrier to their learning. Resources that will be utilised and success criteria will also be listed. These targets will be consistently reviewed and adapted. Half termly reports will be complied with regular parental feedback.

If appropriate reintegration back to their mainstream school or the transferring to another school will be fully supported with CPD offered to relevant staff.

Support will also be provided to the child’s host school in completing applications for EHCPs with reference to our records and assessments.

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

**Outreach Support KS1 and KS2**

We can offer a bespoke package of support and assessment for KS1 children who are presenting with difficulties. This may include consultations with staff team supporting the child, observations, assessments and recommendations. The support can be a one off process or longer term depending on the needs to the child, school and family. Please contact Ruth Oates to discuss further.

**---------------------------------------------------------------------------------------------------------------------------**PIVOT OFFICE USE ONLY:

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| Was the referral form complete: YES/NO  Date all information complete: | Has this referral been accepted: YES/NO |
| Next actions: Transition and induction plans/ planned meetings/school visits: | Start date into provision: |