

ELM TREE



Holistic Outreach Service

Believe to Achieve

PUPIL REFERRAL REQUEST FOR ELM TREE HOLISTIC OUTREACH SERVICE

To be returned to:
Keeley Wainwright
Elm Tree Community Primary School, Elmers Wood Road, Tanhouse,
Skelmersdale, Lancashire, WN8 6SA
(01695) 50924
Outreach@elmtree.lancs.sch.uk

Please attach the following documents (if available) with the referral form:

TICK

Early Help Assessment Documentation	
Chronology of Action	
Class Teacher/SENCO/Headteacher summary (Performa and Appendix 1 included)	
Attendance (print out from SIMS)	
Assessments	
Evaluated IEPs/IBPs	
'All About Me' Profile (if available)	
Fixed Term/Permanent Exclusion information	
Child's View	
Parents/Carers View	
Boxall Profile Assessment (OPTIONAL)	
Behaviour Logs/ABC's plus Evaluations	
Reports from other services and agencies involved:	
IDSS	
CAMHS / Medical Reports	
Children's Social Care	
Voluntary Agencies	
Other	

Section 1: The Child			
School Name:		Referring professional:	
Child's First Name:		Family Name:	
DOB:		UPN:	Date on role:
Year Group:		Male	Female

Family Details			
Parent/Carer		Parent/Carer	
Name:		Name:	
Relationship:		Relationship:	
Address:		Address:	
Postcode:		Postcode:	
Telephone No:		Telephone No:	

Child's Health Details
Any medical conditions? (ADHD, ASD, DYSPRAXIA, EPILEPSY)
Is the child taking any medication? <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes please give details)

Is the child or has the child been known to Social Care? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please give details:

Current level of support (and dates)	Learning	Behaviour

Formal Assessment		
EHCP Statement (State category)		

Is the pupil attending full time?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Recent Exclusions:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes date(s) of Exclusions:	

Does the child have a current behaviour plan?
Details of plan / interventions in place

Notes

Mainstream School's Summary Of Need To Support Referral To Elm Tree

(Please refer to Appendix A)

Summary Of The Pupil's Difficulties:

Emotional/Attachment:

Social/Communication:

Behavioural:

Medical:

Learning:

Other:

Section 3: Standardised Assessments – If available

If the child is Early Years, please attach EYFS Profile

National Curriculum Levels		SATS	Date	Current Teacher Assessment	Date
	Reading				
	Writing				

	Numeracy				
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Other Tests:

Name of Test	Scores	Comment

<p>I confirm that I agree to the terms of the referral process and agree that relevant data can be shared with professionals working at Elm Tree Community Primary School and, in addition:</p> <ul style="list-style-type: none"> • Professionals at IDSS (Educational Psychologists, SENDOs and SEN Officers). • CAMHS (if they are working with the child). • Any other professionals involved in supporting the child. 	
Print name of person completing this form:	
Position in school:	
Parent/carer signature:	Date:
Head Teacher's signature:	Date:

It is essential that this form is accurate and complete. Parental consent must be obtained before any observation and future work.

Appendix A

Emotional –

- Emotional well-being: secure, stable, anxious, intolerant? (usually emanating from home, but could be disaffection with school if child has felt unsuccessful in the classroom)
- Emotional intelligence? Does this child know what he/she is feeling, why, or how to control it?
- Attachment: Is this child able to form positive attachments with adults both at home and at school.
- Self-esteem: as a learner, as a friend, as a child liked by adults and pupils?

- Self-image: poor, dysfunctional, unrealistic, egocentric, arrogant (all of these may however be symptoms of low self-esteem)?
- Empathy: consideration for others, sympathetic, remorseful?
- Conscience: has this child developed a conscience, follows rules, wants to please, understands right from wrong?
- Trust: Does this child trust adults to advise and support him/her? Or does this child need to have control?

Social –

- Has this child developed appropriate social skills? Does he/she need to be directly taught these skills?
- Can he/she develop reciprocal relationships with peers?
- Can he/she develop trusting relationships with adults?
- Can he/she trust adults enough to relax and enjoy social interactions?

Behavioural –

- Does this child comply with teacher requests?
- Does this child demand adult attention in negative ways?
- Does this child demand peer group attention through disruptive behaviour?
- Does this child lose control?

Communication –

- Can the child communicate their wants/needs?
- Can the child make choices independently of adults?
- Does the child require communication tools and resource to facilitate communication?

Environmental –

- Some children may be hungry, tired, poorly clothed, withdrawn or exhibit a sudden behaviour change.