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| **The Heights Blackburn Alternative Provision Referral Form**  **All sections must be completed before the application is processed. Failure to do so will slow down the referral.**  **Please note by submitting this referral form you are accepting to pay the relevant charges which apply to this learner.** | | | |
| **Details of Young Person** | | | |
| **First Name(s)** |  | **Surname** |  |
| **Gender** |  | **Ethnicity** |  |
| **First Language** |  | **Religion** |  |
| **D.O.B** |  | **Year** |  |
| **Free School Meals**  **If Yes Date Began** | Yes No | **UPN** |  |
| **UCI** |  | **ULN** |  |
| **Address Including Postcode** |  | | |
| **Telephone Number** |  | | |
| **Parent/Carer Details** | **1st Contact** | **2nd Contact** | |
| **Name** |  |  | |
| **Relationship to Young Person** |  |  | |
| **Telephone Number** |  |  | |
| **Address if different from pupil’s home** |  |  | |
| **Email address** |  |  | |

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| --- | --- | --- | --- | --- | --- |
| **SEND Information** | | | | | |
| **Is the student on your SEND register?** | Yes No | | **Does the student have an EHCP?** | | Yes No |
| **Has the student had any input from an Educational Psychologist?** | Yes No | | **Has the student received any additional support in or out of class?** | | Yes No |
| **Do parents have any concerns regarding any SEND issues?** | Yes No | | **Please include the contact details of your SENCO** | |  |
| **Main Needs** | | | | | |
| **Does the Student display any difficulties concerning:** | | | | | |
| **Speech and Language**  **Dyslexia**  **Dyspraxia** | | | **ASD**  **ADHD**  **Other** | | |
| **Medical/Health Information** | | | | | |
| **Does the student have any medical issues that we need to be aware of?** | Yes No | | **Is the student currently taking any medications?** | | Yes No |
| **If Yes please state in the attached box** |  | | **If Yes please state in the attached box** | |  |
| **Safeguarding** | | | | | |
| **Is the young person subject to a Child Protection Plan?** | | | | Yes No | |
| **Safeguarding status** | | | | CIOC CP CIN CAF | |
| **Name of Social Worker** | |  | | | |
| **Telephone Number/Email Address** | |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Referring School** | | | |
| **Name of School** |  | | |
| **Name** |  | | |
| **Position** |  | | |
| **Telephone Number** |  | | |
| **Email** |  | | |
| **% Attendance** |  | **Has this student had exclusions?** | Yes No |
| **% Authorised Absence** |  | **Number of days** |  |
| **% Unauthorised**  **Absence** |  | **Number of occasions** |  |
| **Academic** | | | |
| **Key Stage 2 results** | Maths:  English: | **CAT scores** |  |
| **Reading Age** |  | **Spelling Age** |  |
| **Reason for Referral (please explain)** | | | |
|  | | | |
| **Details of Home Situation** | | | |
|  | | | |
| **Have the young person’s parents/carers been contacted and are they in agreement with this referral?** | | | Yes No |
| **Does the Young Person agree with the referral?** | | | Yes No |

|  |  |
| --- | --- |
| **Additional Documentation Required:** | **Included – please tick** |
| **1. Copy of Attendance record** |  |
| **2. Latest Academic report** |  |
| **3. Exclusion history with reasons** |  |
| **4. Copies of EP reports, medical reports and information from other agencies if appropriate** |  |
| **5. Copy of EHCP** |  |
| **6. Copy of TAF plans if appropriate** |  |

**Please Return Completed Forms to:**referrals@theheightsfreeschool.org

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| --- | --- |
| PROVIDER | THE HEIGHTS BLACKBURN with DARWEN |
| REFERRING SCHOOL |  |
| SIGNED: Gary Holding  Headteacher  The Heights Blackburn with Darwen | Gary Holding |
| SIGNED  Name  Position |  |
| DATE |  |

**Boxall Assessment KS4**

Learner Name

**Developmental Strands**

**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 group.** |  | A |
| 2 | **Takes appropriate care of something s/he has made or work s/he has done**  Investment of feeling in his/her 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 | **Is able to bring to a close an enjoyable activity when the adult, 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. in drama, dance, PE, group games. |  | H |
| 6 | **Makes appropriate and purposeful use of the materials/equipment/toys provided by the adult 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. unexpected visitors, supply teachers. |  | H |
| 8 | **Makes an appropriate verbal request to another young person who is in his/her way or has something s/he needs.** |  | H |
| 9 | **Complies with specific verbal prohibitions on his/her personal use of equipment**  Score 2 if s/he complies but often protests or sulks |  | G |
| 10 | **Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity.**  (e.g. during PE, drama, Circle Time or a group discussion) |  | J |
| 11 | **Accommodating to other young people when they show friendly and constructive interest in joining his/her activity of a group.** |  | H |
| 12 | **Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her** e.g. to get out his/her work book |  | A |
| 13 | **Works or play alongside another young person who is independently occupied, without interfering or causing disturbance** |  | G |
| 14 | **Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations** |  | B |
| 15 | **Of his/her own accord returns to and completes a satisfying activity that has been interrupted**  e.g. s/he finishes a painting or carries on with a project later in the day or the following day |  | C |
| 16 | **Is adequately competent and self-reliant in managing his/her basic personal needs**  e.g. hygiene issues, changing for PE |  | A |

**Section 1a**

**Development Strands**

**Score Column**

|  |  |  |  |
| --- | --- | --- | --- |
| 17 | **In freely developing activities involving other young people s/he constructively adapts to their ideas and suggestions** |  | I |
| 18 | **Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming.** Disregard occasional negativism |  | F |
| 19 | **Accepts disappointments** |  | J |
| 20 | **Participates in adult led group activity** e.g. group discussion, group performance |  | A |
| 21 | **Shows genuine interest in another young person relays a personal experience; pays attention and gains from experience;** does not intrude; does not take over |  | B |
| 22 | **Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help** |  | I |
| 23 | **Recalls information of relevance to something s/he reads or hears about and makes a constructive link.** |  | C |
| 24 | **Makes constructive and reciprocal friendships which provide companionship**  Score 3 if the friendship is with one young person only Score 2 if no friendship lasts longer than a week Score 1 if the association is fleeting, albeit constructive and reciprocal |  | D |
| 25 | **Contributes to the course of co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes**  e. g. lead role, support role, mediator. |  | E |
| 26 | **Is reasonably able to prepare for planned tasks, organise required equipment and clear away.**  **e. g.** arrives at agreed time, organises equipment, pencils, pens, books, PE kit. |  | B |
| 27 | **Communicates a simple train of thought with coherence**  e.g. an oral or written description of events |  | C |
| 28 | **Responds to narrative stories with appropriate feelings; is able to identify characteristics in fictional texts.** |  | D |
| 29 | **Makes pertinent observations about the relationship between two other people; appropriately attributes and motives to them** |  | D |
| 30 | **Engages in conversation with another young person**  Where an interchange of information, ideas or opinions is implied |  | E |
| 31 | **Looks up and makes eye contact when an adult is nearby and addresses him/her by name.** |  | F |
| 32 | **Sits reasonable still without talking or causing disturbance when the adult makes a general request to a group of young people for their attention** |  | G |
| 33 | **Gives way to another young person’s legitimate need for the equipment s/he is using by sharing it with him/her** |  | H |
| 34 | **Shows curiosity and constructive interest when something out of the ordinary happens**  Is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it. |  | D |

**Section 2**

**Diagnostic Profile**

**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 Only slightly or occasionally like this

0 Not like this at al

(if behaviour may exist but has not been observed leave score blank)

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** |  | 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 outbursts or eruptions that release and relieve pent-up and endured anger or distress** |  | X |
| 6 | **Inappropriate noises, remarks, or behaviours, that are appear unrelated to the current situation.** |  | 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 adults in an immature way.** |  | S |
| 9 | **Always has to be first, must be the best,. Demands the most attention or immediate attention.** |  | Z |
| 10 | **Adopts stratagems to gain and maintain close physical contact with the adult** |  | U |
| 11 | **Lacks trust in the adults; intentions and is wary of what they might do; avoids contact; and readily shows fear** |  | V |
| 12 | **Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others.** |  | R |
| 13 | **Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive.** |  | W |
| 14 | **Repetitively pursues a limited task which does not progress** |  | Q |
| 15 | **Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values** |  | X |
| 16 | **Gives uninhibited expression to boisterous and noisy behaviour, is not influenced by normal social constraints and expectations** |  | T |
| 17 | **Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies** |  | Y |
| 18 | **Over-reacts to warmth, attention or praise and responds inappropriately** |  | S |
| 19 | **Desperately craves affection, approval and reassurance, but questions the sincerity of the regard shown; seeks it repeatedly but remains insecure.** |  | U |

**Section 2 A**

**Diagnostic Profile**

Score Column

|  |  |  |  |
| --- | --- | --- | --- |
| 20 | **Has difficulty waiting; will push in, grab or take without consent.** |  | Z |
| 21 | **Functions and relates to others minimally, and resists or erupts when attempts are**  **made to engage him/her further** |  | V |
| 22 | **Self-disparaging and self-demeaning e.g. “**I can’t do this,” “I’m rubbish at this”) |  | R |
| 23 | **Attention-seeking in a bid for recognition or admiration** |  | W |
| 24 | **Disparaging attitude to other children; is critical and contemptuous** |  | Y |
| 25 | **Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure** |  | Q |
| 26 | **Sulks when disapproval is shown, or when attention is withdrawn, or when thwarted** |  | X |
| 27 | **Shows fleeting interest and has limited concentration** |  | T |
| 28 | **Remembers a real or imagined offence, bears a grudge and determinedly takes his/her**  **revenge** |  | Y |
| 29 | **Possessive of personal objects and resists having them taken away.** |  | S |
| 30 | **Sullen, resentful, and negative in general attitude and mood** |  | V |
| 31 | **Can’t tolerate even a slight imperfection in his/her work and is upset or angry if s/he**  **can’t put it right** |  | W |
| 32 | **Feels persecuted; believes others are against; him/her, and complains of being**  **‘got at’ and left out** |  | X |
| 33 | **Restless and erratic; behaviour that lacks direction.** |  | T |
| 34 | **Determinedly dominates or persecutes by bullying, intimidation, and the use of force** |  | Y |

**THANK YOU**