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| **PUPIL INFORMATION** |
| Name of pupil: | DOB: | Year Group: |
| UPN: | Gender: |
| Address: |
| Home telephone number: |
| FSM: | Yes ☐ No ☐ In last 6 years ☐ | EAL:  | Yes ☐ No ☐ | Education Psychologist:  | Yes ☐ No ☐ |
|  | Meals - Do you wish us to provide a school lunch at a cost of £2.86 daily? Yes [ ] No [ ] |  |
| LAC: | Yes ☐ No ☐ | Child Protection Plan: | Yes ☐ No ☐  | TAC: | Yes ☐ No ☐ |
| Social Worker: | Yes ☐ No ☐ | Name of Social Worker: |
| CAMHS involvement: | Yes ☐ Previously ☐ No ☐ | Name of CAMHS Worker: |
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| **FAMILY DETAILS** |
| Parent 1 name and address:Telephone number: | Relationship to child | Parental involvement? Yes/NoLives with child?Yes/No/Sometimes |
| Parent 2 name and address:Telephone number: | Relationship to child | Parental involvement? Yes/NoLives with child?Yes/No/Sometimes |
| Please note that we require additional emergency contact details before we are able to admit the pupil – if these cannot be provided in advance we will need to confirm these in the pre-admission meeting. | Additional emergency contact 1Name:Relationship to child:Telephone number: | Additional emergency contact 2Name:Relationship to child:Telephone number: |
| Please give details of any other family circumstances that we need to be aware of (Court orders, estranged family members etc.) |
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| **SPECIAL EDUCATIONAL NEEDS** |
| **This section must be completed for all referrals and should be signed by the SENCO in the case of referrals from schools** |
| SEN Stage: | No SEN ☐ | SEN Support ☐ | Referred for statutory assessment ☐ | EHCP ☐ |
| Please provide details of the pupil’s needs within each relevant area: |
| *Communication & interaction* | *Cognition & learning*  |
| *Social, emotional and mental health difficulties* | *Sensory and/or physical needs* |
| Completed/checked by SENCO (Name): |

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| **ATTENDANCE % (Complete the year groups that are relevant)** |  |  |
| Reception: | Year 1: | Year 2: | Year 3: | Year 4: | Year 5: | This year to date: |

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| **ATTAINMENT INFORMATION**  |
| **General information**(Including details from assessments where available) |  |
| **Literacy Testing:** | *Test used:**Date:*  | Raw Score | Standardised Score | Centile |
| Word Reading |  |  |  |
| Reading Comprehension |  |  |  |
| Spelling |  |  |  |

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| **EMOTIONAL-SOCIAL TESTING** |
| *Test used:**Date:* | Score/Key areas for development:  |

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| **REFERRER DETAILS** |
| Referring School/Service: | Date of referral: |
| Name of referrer: | Role: |
| Contact tel:  | Email: |
| Please indicate whether this referral has parental support: | Yes ☐ No ☐ |

Please complete the following information as fully and honestly as possible. Your responses will not jeopardise the pupil’s chances of securing a place at the school. It is important that we are given a full and accurate picture of the pupil’s needs to ensure that we plan appropriate support.

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| **SOCIAL DIFFICULTIES** |
|  | *Description* | *Y/N* | *Other relevant info from referring school* |
| S1 | The young person fundamentally struggles to cope with a large school setting in terms of the number of personalities, both staff and peers. |  |  |
| S2 | The young person fundamentally struggles with how a large school setting operates – movement between lessons, group sizes, usual delivery method of lessons, relatively unsupervised social times. |  |  |
| S3 | The young person has repeatedly presented with periods of non-attendance – due to negative peer influences outside of school and/or conflict within school. |  |  |
| S4 | The young person’s previous school report increasing isolation from the typical life of the school – such as reliance on a teaching assistant, overuse of internal inclusion centres etc. |  |  |
| S5 | The young person is observed to regularly present with low self-esteem in social situations – may avoid social situations, may act in an intimidating way in social situations as a defensive mechanism. |  |  |
| S6 | The young person has a long history of conflict with peers – verbal arguments, physical confrontation. |  |  |
| S7 | The young person has a long history of conflict with staff – unable to recognise and trust authority figures. |  |  |
| S8 | The young person has repeatedly acted in a damaging way to a school environment, with little insight into how this impacts the school / other people. |  |  |
| S9 | The young person presents with social-communication difficulties – such as a struggle to distinguish between social situations in terms of acceptable language, switching between passive and aggressive communications styles. |  |  |
| S10 | The young person presents with attention difficulties – especially so in group situations such as mainstream classes. |  |  |
| S11 | The young person has limited understanding / recognition of ‘the norm’ in terms of school boundaries. |  |  |
| S12 | The young person has limited understanding / recognition of risk in terms of their actions – how they affect others, how they affect themselves. |  |  |
| S13 | The young person is causing concerns over their social life outside of school – struggles to leave the house, involved in anti-social behaviour, repeatedly ‘missing from home’. |  |  |
| S14 | The young person has a disrupted educational history due to several school changes – usually related to exclusion or a break down in relations with the school acting in a way that is causing substantial, persistent disruption to school life. |  |  |
| **EMOTIONAL DIFFICULTIES**  |
|  | *Description* | *Y/N* | *Other relevant info from referring school* |
| E1 | The young person has significantly lower resilience than age-equivalent peers – in particular, in relation to the dynamics and challenges of mainstream school life. |  |  |
| E2 | The young person demonstrates limited insight/awareness into own emotional state. |  |  |
| E3 | The young person is prone to outbursts of emotion. |  |  |
| E4 | The young person has limited self-help skills in terms of managing difficult emotions. |  |  |
| E5 | The young person has a negative/skewed self-image. |  |  |
| E6 | The young person struggles to accurately read emotions in other people. |  |  |
| **MENTAL HEALTH DIFFICULTIES** |
|  | *Description* | *Y/N* | *Other relevant info from referring school* |
| M1 | The young person is being supported by CAMHS |  |  |
| M2 | The young person presents with anxiety and low mood over extended periods of time. |  |  |
| M3 | The young person appears listless / disengaged and has little motivation. |  |  |
| M4 | The young person has adopted harmful coping strategies for dealing with times of difficulty – aggressive/hostile ‘acting out behaviours’, truanting, drug use, self-harm. |  |  |
| M5 | There is evidence/documentation to show the young person has had traumatic experiences in the past which shape current feelings about certain situations – there is some evidence of difficult experiences with adults (family break-up, bereavement, abuse) which negatively shape current interactions. |  |  |

**Please securely return this form back to the school.**

**When we have received your form, we will be in touch to discuss the next steps.**

 **Contact :** **headteacher@thevaliantschool.org.uk****. Tel: 01782 234445**